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ABSTRACT

The units contained in this guide are intended primarily as resource materials to assist middle school teachers in identifying units into which career awareness concepts can be infused and also in identifying instructional activities that correlate basic skills and career education objectives. Introductory information includes a definition of career education and an outline of goals for middle school career awareness. There are 5 units relating to mathematics, 1 science-related unit, 9 units relating to social studies, 17 units relating to language arts, 12 units relating to health and physical education, 13 units relating to the fine arts, 10 units relating to the practical arts, 9 units relating to home economics, and 7 units relating to leisure activities. Each unit contains the following: An overview, content outline, unit objectives, and unit description, which provides criterion referenced objectives, learning activities, and a list of materials. Materials listed are teacher references, children's books, study prints, kits, films, filmstrips, records and songs, and classroom materials and equipment used in the activities. Additional evaluation suggestions are included for some units. Units are listed according to career clusters, and a list of unit authors and their schools concludes the guide. (TA)

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CAREER EDUCATION RESOURCE UNITS

MIDDLE SCHOOL: VOL II

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CAREER EDUCATION RESOURCE UNITS

Developed by:

Teachers of Newark School District
Newark, Delaware

and the

Career Education Instructional System

A K-12 Exemplary Project in Career Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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FOREWORD

The career education resource units included in this guide have been developed and implemented by Newark School District teachers. These materials are intended to be utilized as resource materials. They can be adapted by existing curriculum, or they may be utilized as complete units.

Career education has rapidly become an educational priority at the national, state, and local levels. Hopefully these resource units will facilitate the integration of career concepts into the K-12 curriculum in a manner consistent with the educational needs of students.

Loren J. Thompson

Loren J. Thompson
Project Director

INTRODUCTION

A major thrust of the Career Education Program is to assist students in preparation for a meaningful and successful life of work. The scope of career education begins with educational experiences in early childhood and continues throughout an individual's lifetime.

Initial emphasis of a career education program provides for an awareness of the world of work and direct experiences to motivate the learner's interest. As a child moves through school he increases his familiarity with the world of work and investigates the many options available to him. He then acquires the knowledge and training necessary to obtain meaningful employment or enter a post secondary institution upon leaving school.

Rationale for Middle School Career Awareness:

The concept of career education is particularly applicable in the educational development of the middle school student. These years are crucial in the development of an individual. The student is changing physically, socially, sexually, mentally, and psychologically. The exploratory phase of career education serves to meet the needs and interests of all middle school students.

Career exploration assists the student in learning a process for decision-making toward the selection of cluster areas for indepth study. During this phase each student is helped to gain an understanding of himself: his interests, abilities, values, and needs. This understanding is then used to make career-related choices. The student explores a wide variety of occupations through meaningful, hands-on experiences in as many occupational clusters as possible. Opportunity for program change should be available with minimal "penalty". Opportunity for indepth exploration should also be available according to a student's need.

Therefore, all students in the middle school years, as a normal part of their educational process, should be seriously involved in activities that help them develop a greater proficiency in the knowledge and skills required in the world of work, to develop positive attitudes and proper work habits, and to gather information on which they can act as they consider possible educational and occupational alternatives.

Definition of Career Education:

Career education is a comprehensive education goal designed to provide all youth the opportunity for career awareness, and the opportunity to attain skills necessary to achieve economic independence and an appreciation of the dignity of work.

Goals for Middle School Career Exploration:

GOAL 1: TO PROVIDE EXPERIENCES FOR STUDENTS TO ASSIST THEM IN EVALUATING THEIR INTERESTS, ABILITIES, VALUES AND NEEDS AS THEY RELATE TO OCCUPATIONAL ROLES.

The student will be given the opportunity to:

1. engage in a variety of hands-on experiences--a "creative activity, a designing activity, or a construction activity"
2. experience success in his career activities
3. develop interpersonal skills through participation in a variety of grouping situations
4. make both positive and negative choices to help him discover his likes and dislikes
5. discuss his interests and abilities with a teacher or guidance counselor, based upon the results of interest inventories, aptitude tests, etc.
6. justify his career choices
7. recognize the social, economic, and personal importance of work
8. display a positive attitude toward work
9. practice the desirable habits that are needed in the world of work (e.g., promptness, attendance)
10. acquire possible life-long avocational choices or hobbies

GOAL 2: TO PROVIDE STUDENTS WITH OPPORTUNITIES FOR FURHTER AND MORE DETAILED EXPLORATION OF SELECTED OCCUPATIONAL CLUSTERS, LEADING TO THE TENTATIVE SELECTION OF A PARTICULAR CLUSTER FOR INDEPTH EXPLORATION.

The student will be given the opportunity to:

1. explore careers within the fifteen job clusters
2. select his own career choices and/or career courses
3. consider the consequences of his career choices
4. investigate career within the community
5. recognize national and world-wide careers

6. examine the characteristics and requirements of different careers (e.g., working conditions, educational and personal requirements, employment possibilities, socioeconomic status and life style, etc.)
7. compare occupations in specific clusters with regard to their range, nature, and relatedness
8. compile information about a specific career or occupation
9. distinguish between the professional, technical, and nontechnical levels of careers
10. recognize the necessity for adaptability in a constantly changing technological society

GOAL 3: TO IMPROVE THE PERFORMANCE OF STUDENTS IN BASIC SUBJECT AREAS BY MAKING THE SUBJECT MATTER MORE MEANINGFUL AND RELEVANT THROUGH UNIFYING AND FOCUSING IT AROUND A CAREER DEVELOPMENT THEME.

The student will be given the opportunity to:

1. demonstrate effective communication skills
2. demonstrate basic numerical skills
3. demonstrate manual-perceptual skills
4. engage in problem-solving and decision-making
5. develop effective work and study habits
6. develop consumer skills
7. describe the need for basic educational skills in the world of work
8. discuss the relevance of base subjects to future careers

LANGUAGE ARTS

Unit Title: SUCCESSFUL CAREER EXPLORATION FOR THE UNSUCCESSFUL STUDENT

I. Unit Overview: This career-exploration unit provides a way by which referred students can successfully complete a career assignment given by a regular classroom teacher. The Resource Teacher stimulates interest in career exploration by providing direct, "hand-on" experience in job application procedures and experience with career exploration in the local community.

II. Unit Content Outline:

A. Student identifies interests and strengths
B. Student selects company to visit which is appropriate to his interests and strengths
C. Student and Resource Teacher visit company
   1. Student interviews with company person
   2. Student fills out an application
   3. Student sees a worker on the job
D. Student communicates to teacher (regular classroom) the results of the career exploration in such a way that completes the assignment given by the regular classroom teacher

III. Unit Objectives: The student will:

1. identify his interests and strengths.
2. select appropriate jobs and companies to explore.
3. list what information he will get from the job exploration.
4. fill out a job application.
5. visit a company appropriate to his interests and strengths.
6. communicate the exploration information in such a way as to fullfill the assignment given by the regular teacher.

IV. Unit Description:

Unit Objective #1: The student will identify his interests strengths.

A. Criterion-Referenced Objective: Working with the Resource Teacher in the regular classroom (or where the regular class is working), the student will list his interests and strengths.

B. Learning Activities: (either the student or the teacher may be the recorder)
   1. The student makes a list of ten things that he likes to do.
   2. The student puts a symbol next to the appropriate activity. Ideas for the symbols are:
      a. A -- he prefers to do the activity alone
      b. P -- he prefers to do the activity with people
      c. $ -- the activity costs $3.00 or more
      d. O -- he prefers to do the activity outdoors

    e. I -- he prefers to do the activity indoors
    f. R -- the activity requires reading
    g. W -- the activity requires writing*
3. From the activity above, the student concludes what he is interested in, such as: being outdoors with people.
4. The student lists these interests to be continued in later activities.
5. The student lists people who he thinks alot of. Beside each name, he tells what he likes about that person. He adds to his list of interests anything concluded from this activity.
6. The student lists what he likes about himself (a brag session).
7. The student tells what his parent(s) does on the job. He tells what he likes about what they do, and what he does not like. He adds any conclusions to his list of interests and strengths.
8. The student and the Guidance Counselor meet to discuss the conclusions of any career-oriented tests. If no tests have been given, then the Counselor may give him one. The student adds any conclusions to his list of strenghts and interests.

C. Materials:
    1. paper
    2. pencil
    3. guidance counselor
    4. career tests

*Simon, Sidney B. Values Clarification, Hart Pub. Co., 1972.

Unit Objective #2: The student will select jobs and companies appropriate to his strengths and interests to explore.

A. Criterion-Referenced Objective: Working with the Resource Teacher in the regular classroom (or where the regular class is working), the student will select jobs and companies appropriate to his strengths and interests to explore.

B. Learning Activities:
    1. Have listed his strengths and interests, the student will try to list jobs or companies that are appropriate to his strengths and interests. He can use the newspaper, telephone directory, etc. as a guide.
    2. From a list of jobs and companies compiled by the Resource Teacher, the student will select jobs and companies appropriate to his strengths and interests to explore. (If the list does not include an appropriate company, then the Resource Teacher will make arrangements with an appropriate company).

C. Materials: List of jobs and companies compiled by the Resource Teacher, Newspapers, telephone directory, paper, pencil.

Unit Objective #3: The student will list information to find out from his exploration in order to complete the assignment given by his regular classroom teacher.

A. Criterion-Referenced Objective: Working with the Resource Teacher in the regular classroom (or where the regular class is working), prior to the visit the student will list things he is to find out on his job exploration. The list will include at least the following:
   1. application procedures
   2. skills needed
   3. training required
   4. working conditions
   5. duties performed
   6. salary

B. Learning Activities:
   1. The student makes sure he knows what the assignment is; what his regular teacher expects him to find out.
   2. The information should include at least the following:
      a. application procedures
      b. skills needed
      c. training required
      d. working conditions
      e. duties performed
      f. salary
   3. The student will add any information he wishes to find out.
   4. The student decides what questions he needs to ask in order to find out the information (the teacher can be the recorder).

C. Materials:
   1. Paper
   2. Pencil
   3. Assignment sheet from the regular teacher (if any).

Unit Objective #4: The student will fill out an application for a job.

A. Criterion-Referenced Objective: Working with the Resource Teacher in the regular classroom (or where the regular class is working), the student will fill out a job application, correctly completing 80% of the application in 10 minutes.

B. Learning Activities:
   1. The Resource Teacher will give the student a job application.
   2. The student will work on filling out the application without the teacher's help for ten minutes. (This trial is a pre-test).
   3. After ten minutes, the teacher will go over the application with the student, pointing out the correct and incorrect (appropriate and inapproptiate) answers.

4. The student will continue to practice completing different job applications at ten minute intervals, correcting each one.

C. Materials:
   1. Pencil
   2. Job applications provided by the Resource Teacher

Unit Objective #5: The student will visit a company appropriate to his strengths and interests.

A. Criterion-Referenced Objective: The Resource Teacher will visit a company appropriate to the student's strengths and interests, where the student will find out the previously decided information, see a worker on the job, and fill out a job application.

B. Learning Activities: Along with the Resource Teacher, the student will visit a company appropriate to his strengths and interests. The visit will include the student interviewing someone involved in hiring for the company, completing a job application, and seeing a worker on the job.

C. Materials: question developed earlier, paper, pencil, equipment (such as camera, cassette recorder, etc.) needed for later communication of information.

Unit Objective #6: The student will communicate the information that he has found in such a way as to fulfill the given assignment.

A. Criterion-Referenced Objective:
   1. Working with the Resource Teacher in the regular classroom (or where the regular class is working), the student will discuss how he can best communicate the information from his job exploration so as to fulfill the assignment given by his regular teacher.
   2. The student will carry through his plans.

B. Learning Activities:
   1. The student will discuss with the Resource Teacher how he will communicate the information form his career exploration in such a way as to fulfill the assignment.
      a. The student will check to make sure he knows what the regular teacher expects from the assignment.
      b. The student will tell the Resource Teacher what he will do to meet the assignment requirement.
      c. The student will make a list of any materials he needs to take to the company, such as camera, cassette recorder, etc.
      d. The student will check with the regular teacher to make sure that his plan is acceptable.
   2. The student will carry through his plans.

C. Materials: assignment literature given by the regular teacher (if any), paper, pencil.

D. Evaluation: This program is task-oriented. A written test is not appropriate. The student will be evaluated according to how he completes the following activities:
1. He lists his strengths and interests (the Resource Teacher can be the recorder)
2. Through discussion with the Resource Teacher he selects jobs and companies appropriate to his strengths and interests to explore.
3. He lists the information he will find out during the exploration (the Resource Teacher can be the recorder).
4. He will fill out job applications. The first trial will be the pre-test. The post test will be the last trial. 80% accuracy will be expected in a ten minute time interval.
5. He will visit a company appropriate to his interests and strengths.
6. He will communicate the information received from the exploration in such a way as to fulfill the assignment given by the regular teacher.

SAMPLE LETTER

Mrs. Leslie Morrill
Central Middle School
Academy Street
Newark, Delaware 19711

Thursday, July 11, 1974

Mr. Jack Fix-it
Auto Repairs Shop
Main Street
Newark, Delaware 19711

Dear Sir:

I am a teacher at Central Middle School developing a career-exploration program for seventh graders. Because the career education program is a "hands-on" experience, I would like the students to explore careers by visiting companies, rather than just reading about them. As part of the program, each student will choose a job to explore, and then visit the appropriate company which has previously agreed to participate.

The visit to the company will take less than an hour. No more than two students and I will visit at one time. There will be no more than five visits during the year for any one company. I hope the students will gain the experience of interviewing for a job (15 min.), completing an application (10 min.), and seeing a worker on the job (15). The job interview mentioned above will involve the student talking with a person involved in hiring in order to find out about application procedures, training required, skills needed working conditions, duties performed, and salary for the career he is exploring.

Because I think that the seventh grade boys would be very interested in automobile repair careers, I hope you will agree to participate in this career education program. If you are interested, please let me know. I will need to know who to contact, how much notice I should give prior to a visit, and if you mind pictures being taken of the student's experience.

I look forward to hearing from you. Thank you.

Sincerely,

(Mrs.) Leslie Morrill

COMPANIES PARTICIPATING IN CAREER EXPLORATION PROGRAM

	Companies	Jobs
1.	Avon Products, Inc. 2100 Ogletown Rd. Newark, DE	sales, distribution cosmetics, toiletries
2.	Chrysler Corporation College Ave. Newark, DE	automobile assembly
3.	Curtis Paper Company Pater Mill Rd. Newark, DE	paper manufacturing
4.	Inland Containers 1300 Marrows Rd. Newark, DE	corrugated paper (boxes) manufacturing
5.	New London Textile Print Works, Inc. 1323 Cooches Bridge Rd. Newark, DE	textile printing
6.	Nowland Associates, Inc. 62 North Chapel Street Newark, DE	construction
7.	Photo Color, Inc. 2401 Ogletown Rd. Newark, DE	photography for printing of packages
8.	Newark Police Dept.	police work
9.	Newark Post Office	postal work
10.	Lum's Pond State Park	parks and recreation

Unit Title: YOU AS CONSUMER AND PRODUCER

I. Unit Overview: This unit will emphasize basic language arts skill development. Career education materials will provide the content for skill development.

II. Unit Content Outline:

A. Business letters
   1. Return address
   2. date
   3. inside address
   4. body of letter
   5. complimentary close
   6. signature
B. Order blanks
   1. Abbreviations
   2. Preparing an order blank
C. Interviews
   1. Preparing for an interview
   2. Conducting an interview
D. Role Playing
E. The Newspaper
   1. Headlines
   2. Parts of a news item
   3. Photographs
   4. Cartoons
   5. Advertisements
   6. Special Pages

III. Unit Objectives:

1. The student will be able to write a simple business letter.
2. The student will be able to complete a merchandise order blank.
3. The student will be able to complete simple interviews, requesting information.
4. The student will be able to interpret situations and participate in simple role playing, as a consumer and producer.
5. The student will examine a newspaper to investigate his community.

IV. Unit Description:

Unit Objective #1: The student will be able to write a Business Letter.

A. Criterion-Referenced Objectives:
   1. Given a pencil and paper, the student will copy a short business letter from the blackboard.
   2. Given a list of seed companies, the student will be able to fill in a proper inside address for a business letter.

3. Given a list of ten phrases, the student will be able to circle at least two that could be used as a complimentary close.
4. The student will be able to sign his name.

B. Learning Activities:
1. The teacher will write a short business letter on the blackboard. The student will be asked to copy it.
2. The student will complete a work sheet which introduces them to the information they must know to write a business letter.
3. The teacher will present the parts of a business letter, using trasparencies.
4. The student will complete a worksheet introducing him to the importance of his signature and giving him an opportunity to practice his signature.
5. Students will choose a seed company from a list given to him and write to that company, requesting a seed catalogue.

C. Materials:
1. Worksheet prepared by the reading specialist.
2. Practice in handwriting.
3. Worksheet prepared by the teacher.
4. Teacher prepared transparencies.
5. Printed form letters to be used to request catalogues.

Unit Objective #2: The student will be able to complete merchandise order blank.

A. Criterion-Referenced Objective:
1. The student will be able to write his name, address and phone number correctly.
2. The student will be able to complete an order blank using a catalogue to find two items of this choice.
3. The student will be able to interpret the abbreviations used in a merchandise catalogue.

B. Learning Activities
1. The student will read and look through merchandise catalogue.
2. The student will use a work sheet to practice writing his name, address and phone number.
3. The student will complete a work sheet introducing him to abbreviations used in merchandise catalogues.
4. The student will fill in a sample merchandise form, using proper abbreviations, complete name and address, and prices.

C. Materials:
1. Worksheets
2. Sears, Montgomery Ward, and similar catalogues
3. Sample and actual merchandise order forms.

WRITING A BUSINESS LETTER

You must write a Business Letter to request something from a company or make a complaint. Once you know the form to use, it's easy.

To write a Letter, you must know five things:

1. Your Address
2. The Date
3. The Person to whom you are writing
4. What you want
5. How to write you name

1. The address you will use for the letter is:

Gender Road
Newark, Delaware 19711

2. Fill in today's date

________ month ________ day ________ year

3. Fill in the name and address of the person or company to whom you are writing.

name ________ Mr., Mrs, or Miss ________ first name ________ last name

address ________ number ________________ street

________ city ________ state ________ zip code

4. Fill in why you are writing to this person.

____

5. Write your name.

________ first name ________ last name

Now, take the information you have filled in and copy it on the form.

1. ______________
2. ______________
____

3.

Dear Sir:

Yours truly,

5.

After "Dear Sir," you must write the body of the letter. In the body of the letter, you will ask for a seed catalogue. You might say this:

Dear Sir:

I am a student at Gauger Middle School. My Class is planting a garden this spring. Would you please send us your seed catalogue?

Yours truly,

____

You may take the body of the letter and copy it in the form on page one. Ask your teacher for a blank copy of the form and neatly copy your letter.

ABBREVIATIONS

An abbreviation is just a short way to write a word. Your initials are a short way to write your name. Teachers often sign passes with their initials. Write your initials here:

You probably know some abbreviations already. Try to match these abbreviations with the words they stand for.

____________	1. DE	g. Doctor
____________	2. St	t. pound
____________	3. Dr.	r. Delaware
____________	4. Mr.	h. Mister
____________	5. lb.	i. Street

If you got every one correct, you should have spelled a word. What is that word? _______________.

There are fifteen abbreviations you should know to read a catalogue. They are:

1. number (no.)
2. ounce (oz.)
3. pound (lb.)
4. yard (yd)
5. inch (in.)
6. small (s)
7. middle (m)
8. large (L)
9. extra large (XL)
10. weight (wt.)
11. shipping (shpg)
12. pair (pr.)
13. apartment (apt)
14. Delaware (DE)
15. Cash on Delivery (C.O.D.)

Put the words under the terms

size	weight	ordering
1.	1.	1.
2.	2.	2.
3.		3.
4.		4.
5.		5.
6.		

These sentences contain words that you can abbreviate. Cross out the words and write in the abbreviations.

1. What is the number of your apartment?
2. I bought four yards of material but I had seven inches left.
3. I lost a pair of gloves.
4. He is large, but his sister is small.
5. Sixteen ounces make a pound.

Fill in this puzzle.

1. L _ _ _ g _
2. yd. _ a _ _
3. no. _ u _ _ _ _
4. wt. _ _ _ g _ _
5. XL e _ _ _ _ _ _ _ _ _
6. pr. _ _ _ r

7. S _m_ _ _
8. shpg. _ _i_ _ _ _ _
9. DE _d_ _ _ _ _
10. C.O.D. _ _ _ _ _ _ _d_ _ _ _ _ _ _ _
11. M _ _ _ _ _ _ _l_
12. oz. _ _ _ _ _ _ _e

Put the number of the word in front of the definition.
(Teachers will read the word "Put a 'one' in front of the abbreviation for small" etc.)

_ _ _ _ _ _ _ _ _ _no.
_ _ _ _ _ _ _ _ _ _oz.
_ _ _ _ _ _ _ _ _ _lb.
_ _ _ _ _ _ _ _ _ _yd.
_ _ _ _ _ _ _ _ _ _in.
_ _ _ _ _ _ _ _ _ _S
_ _ _ _ _ _ _ _ _ _m
_ _ _ _ _ _ _ _ _ _L
_ _ _ _ _ _ _ _ _ _XL
_ _ _ _ _ _ _ _ _ _wt.
_ _ _ _ _ _ _ _ _ _shpg.
_ _ _ _ _ _ _ _ _ _pr.
_ _ _ _ _ _ _ _ _ _apt.
_ _ _ _ _ _ _ _ _ _DE
_ _ _ _ _ _ _ _ _ _C.O.D.

When do you use your name?

Many times you must fill in a form with your name, address, and phone number.

Write your name in the blank.

____________________ (first name)   ____________________ (last name)

Write your address in the blank.

____________________ ____________________
(number) (street)

____________________ ____________________
(city) (state)

____
(zip code)

Sometimes you will have to write your last name first.
Write your last name ____________________
(last name)

Write your first name ____________________
(first name)

Write your first and last name in the correct blanks.

____________________ , ____________________
(last name) (first name)

You will have to fill in your name when you get a drivers license.
Sample of application (name, address portion)

Youwill need to fill in your name when you get a job and apply for a Soical Security card.

Unit Objective #3: The student will be able to conduct simple interviews requesting information.

A. Criterion-Referenced Objective:
   1. Given an information sheet, the student will interview one member of his class.
   2. The student will participate in at least one interview as the person being interviewed.
   3. The student will be able to list, orally, simple guide lines for interviewing.

B. Learning Activities:
   1. Discussion of interviewing - reasons, simple guidelines. Transparencies with this information will be used. Students will copy this information will be used. Students will copy this into their notebooks.
   2. The student will use an interview information sheet to conduct an interview of another member of his class. He will than answer the questions for another students.
   3. Representative students will arrange a meeting with the principal to ask permission to use part of the school grounds for a garden plot. The entire class will help them to prepare for the interview. Another group will meet with a member of the staff to arrange for the plowing of the garden. Student's will have it devise their own information sheet for these purposes.

C. Materials:
   1. Teachers made transparencies
   2. Interview information sheet
   3. Student prepared information sheet

Unit Objective #4: The student will be able to interpret situations and participate in simple role playing as a consumer and producer.

A. Criterion-Referenced Objective:
   1. Given a situation, the student will write a short story of no less than 30 words, telling how he would act.
   2. The student will interpret one role playing situation, assuming both roles.

B. Learning Activities:
   1. Introduction of role playing. Have one student be himself and another act as a pet to show how someone can act like someone or something else.
   2. The student will interpret one role playing situation, assuming both roles.
   3. Student will be given roles to play in situations they might find themselves involved with in the neighborhood and shopping.

INTERVIEW INFORMATION SHEET

1. My name is ________________ First Name ____________________ Last Name

2. I am interviewing ______________ First Name . ____________________ Last Name

3. Questions I'm going to ask.
    1. What is your favorite food?
    2. Do you have a pet?
    3. What is your favorite food?
    4. What is your favorite TV program?
    5. What is your favorite color?

C. Materials:
  1. Role playing cards
  2. Paper, pencil

Unit Objective #5: The student will examine a newspaper to investigate his community.

A. Criterion-Referenced Objective:
  1. Given a model, the student will write a business letter requesting a copy of an out-of-town newspaper.
  2. Using a newspaper, the student will be able to find at least five headlines and read them aloud.
  3. Given a newspaper article, the student will be able to circle the five main parts of new article.
  4. Given a news photograph, the student will be able to describe what is happening.
  5. Given a series of cartoons and pictures, that student will be able to identify the cartoons.
  6. Given examples of classified ads, the student will be able to tell what job is being offered.
  7. The student will prepare one display ad, using correct spelling.

B. Learning Activities:
  1. Student will write for copies of out-of-town papers. As papers are received, students will mark a wall map to show where the papers have come from.
  2. Students will make collages of news headlines.
  3. Speaker will talk about preparing headlines for news articles.
  4. Discussion of the parts of a new articles. Transparencies to illustrate each part.
  5. Worksheets for students to practice recognizing parts of a news article.
  6. Students will make a bulletin board of news photographs after looking at examples.
  7. The students will look at cartoons and photographs to look for similarities and differences.
  8. The teacher will present information about special pages in the newspaper. The students will then make a scrap book of examples of articles and pictures from special pages, including comic strips.
  9. Students will be asked to arrange comic strips to practice arranging things in sequence.
  10. Visit to a local newspaper.
  11. Using classified ads. Students will read classified ads to determine what jobs are available in the area.
  12. Examples of display ads, showing techniques of advertising. Students prepare an ad for the newspaper.

C. Materials:
  1. Gathering the News, A scholastic Skills Book, SW 14
  2. Understanding the News, A scholastic Skills Book, SW 15

3. "Newspaper in the Classroom", Daily-Harald - Telephone, Bloomington, Ind. 47401.
4. The Town You Live In, Richard

D. Evaluation
1. Completion of the business letter
2. Completion of the merchandise order blank Interviews
3. "What Would I Do Writing" Assignment
4. Quiz - Circle the parts of a news article
5. Display ad
6. Quiz - What is the job
7. Pre-test and Post test.

PRE-TEST / POST TEST

Circle yes or no
1. Have you ever written a buisness letter? YES NO
2. Have you ever ordered something from a catalogue? YES NO
3. Have you ever interviewed someone? YES NO
4. Have you ever pretended to be someone? YES NO
5. Do you read a newspaper? YES NO

Unit Title: HEROES AND LEGENDS

I. Unit Overview: Legends and mythology are the subject matter basis for exploring various Careers in the literary and dramatic fields. After both class and individual reading and discussion of legends and myths, students will participate in activities which include writing and/or illustrating legends for primary students (writer, illustrator), proofreading and correcting clerical errors in stories (editor), reading and/or participating in a related play (acting, etc.). There are optional activities such as writing a cartoon strip or writing commercials using characters from myths and legends.

II. Unit Content Outline: None

III. Unit Objectives:

The student will:
1. be able to write original myths.
2. be able to rewrite a legend or myth into a play.
3. be able to identify clerical errors in student-written material.
4. be able to list the hero and/or legendary figure associated with a certain myth.
5. list ways in which mythology and legends are relevant to today's world.
6. name at least five career areas might be developed from the course activities.

IV. Unit Description:

Unit Objective #1: Students will be able to identify the hero and/or legendary figure associated with a certain myth.

A. Criterion-Referenced Objective:
   1. Given a situation or story summary, students will identify the character or characters involved.

B. Learning Activities:
   Games:
   1. What's My Name (to be written in advance) e.g. For a time, I had the world on my shoulders. Then I gave it to Atlas.
   2. Password
   3. Charades -- One team has a member of the other team act out an incident from mythology. e.g. Perseus exhibiting the head of Medusa.

Unit Objective #2 Students will name at least five career areas which might be developed from the course activities and profile at least one of these careers.

A. Learning Activities:
   1. Name five occupations related to class activities.
   2. Choose at least one and outline it using the following categories:
      a. Name of Occupation
      b. Duties
      c. Education Necessary and Types of Courses Needed
      d. Opportunities for Advancement and Salary
      e. Where to write for information

Unit Objective #3: Students will be able to write original myths or legends.

A. Criterion-Referenced Objective:
   1. Students will write an original myth which is at least 200 words long.

B. Learning Activities:
   Choose at least one of the following to fulfill the requirement:
   1. Write an original myth to explain how some animal acquired its distinguishing characteristics; for example, the leopard, its spots; or the zebra, its stripes.
   2. Write a myth about one of the gods or mortals you have learned about.
   3. Write a modern myth using some of the characters you have learned about.
   4. Rewrite a story you have read for young children.

C. Materials:
   1. Christ: Myths and Folklore
   2. Filmstrip and Cassette Kit: Greek Mythology

Unit Objective #4: Students will be able to rewrite a legend or myth into a short play.

A. Criterion-Referenced Objective:
   1. Given a myth, students will rewrite it into a short play, using all the characters and major incidents.

B. Learning Activities:
   1. Select myth for retelling.
   2. List all the characters.
   3. List sequentially the events of the story.
   4. Write a simple short play based on 1-2-3- above.
   5. These may then be presented to the remainder of the class.

Unit Objective #5: Students will be able to identify clerical errors in student-written material.

A. Criterion-Referenced Objective:
   1. Given a rough draft of a student-written paper, the student will note and correct the errors in spelling and punctuation and capitalization.

B. Learning Activities:
   1. Teacher passes out a myth with fairly obvious errors in spelling, capitalization and punctuation for the students to correct.
   2. Students correct the rough draft of the other students' original myths.

Unit Objective #6: Students will list ways in which mythology and legends are relevant to today's world. (about one week)

A. Criterion-Referenced Objective:
   1. After class discussion and reading of selected myths, students will list at least ten words or expressions related to which are in current use and explain how they are related to mythology.

B. Learning Activities:
   1. Read pp. 1-38
   2. Keep a mythology wordbook by making record of all words and expressions you come across which are derived from mythological characters, places, or incidents. ex. For Sale - Hercules work trousers.
   3. Do at least 5 of the following:
      a. Name at least three planets and tell how these names relate to myths.
      b. Would someone with Herculean strength be able to do strenuous tasks? Why or Why not?
      c. What is a unicorn?
      d. What is the Aurora Borealis? Who is Aurora in mythology? How is the name Aurora Borealis related to the name Aurora Borealis?
      e. What are the Olympic games? How did they begin? What is Mr. Olympus?
      f. Explain what an Atlas is? How does the story of Atlas relate to what an atlas is?
      g. What does Titanic mean? Who were the Titans?
      h. Look up the god Narcissus and briefly retell his story. Also, describe any narcissistic people you have met.
      i. The villain in Goldfinger was referred to as the man with the Midas touch. Why would he be referred to in this way? If you saw the movie, explain who Goldfinger was?
   4. Optional. Choose one:
      a. Go to a stamp collectors book and find stamps with mythological subjects. Copy at least two of these stamps on poster paper and explain on the back what the scene is depicting.

b. In an atlas of the U.S. find towns and cities which have names derived form Greek mythology.
c. List the twelve signs of the zodiac and describe the origins of the names.

C. Materials:
1. Christ: Myths and Folklore
2. Dictionary (General)
3. Dictionary of Mythology

D. Evaluation:
1. Evaluation of the Students' tasks will be an ongoing process based upon the mode of completion of each objective.

Unit Title: NEWSPAPER ARTS AND CRAFTS

I. Unit Overview: Students will be familiarized with the sections of a newspaper, and through guided exploration will isolate and practice the art or skill of his choice involved in newspaper production.

II. Unit Content Outline:

A. The sections of the newspaper
B. The arts and/or skills involved in the production of various sections of the newspaper.
C. Selection of a specific job in newspaper production and study of that job as a career.
D. Preparation of either:
    1. Job description
    2. Report on a field trip

III. Unit Objectives:

1. Students will be able to identify:
    a. News Stories
    b. Editorials
    c. Feature Articles
    d. Women's Page
    e. Letters to the editor
    f. Sports news
    g. Cartoons
    h. Advertising
    i. Financial news
    j. Entertainment
2. Students will be able to list specific creative art talents needed in the production of the various features and sections of the newspaper, including:
    a. Fashion sketching
    b. Editorial writers
    c. News writers
    d. Photographic camera man
3. Students will be able to list the specific skills of a craft nature, needed to produce a newspaper:
    a. Typesetters, Camera room operators, platworkers.
    b. Composition (layout)
    c. Pressmen
    d. Stenographer
    e. Machine maintenance people
4. The students will be able to list supervisory and management portions in newspaper production and distribution.

IV. Unit Description:

Unit Objective:

A. Criterion-Referenced Objective: To foster an appreciation for newspapers and the talents and skills that produce them.

B. Learning Activities:
  1. Identifying sections of the newspaper and features through both directed and free reading.
  2. Observation of newspaper productions through film strips, printed matter, field trips.
  3. Preparing written report on a specific job as observed and researched.
  4. Daily free reading time and occasional, informal summary of items of interest coming to the students attention through the newspaper.

C. Materials:
  1. Daily subscription tc a newspaper for each student in the course.
  2. Packet of materials provided for each students by newspaper company.
  3. Film strips and/or movies as available

D. Evaluation:
  1. Each student will give an oral report in which he will identify the sections and features in a newspaper given him for the first time on day the report is given.
  2. At the end of the report on the newspaper, each student will read his report on a job that he has observed and researched.

Unit Title: NEWSPAPER ELECTIVE

I. Unit Overview: This unit is designed to familiarize the student with the necessary skills for both understanding and creating a newspaper.

II. Unit Content Outline:

A. Newspaper Terminology
B. Understanding a Newspaper
C. Creating a Newspaper for Production.

III. Unit Objectives:

1. The student will be able to apply proper newspaper terminology in the classroom.
2. The student will be able to identify the sections of a newspaper.
3. The student, as part of the group, will be able to construct a newspaper for actual production.
4. The student will be able to choose one newspaper-related career to explore in depth.

IV. Unit Description:

Unit Objective #1: The student will be able to apply proper newspaper terminology.

A. Criterion-Referenced Objectives:
   1. Given a list of newspaper terms and their meanings, the student will be able to use these terms correctly in any discussions or reports about newspapers in class.
   2. The stddent will be able to distinguish between fact and opinion as applied to newspaper articles.

B. Learning Activities:
   1. Identify common newspaper terms and their meanings.
   2. Complete a worksheet on fact and opinion, using a fact sheet on terms.

Unit Objective #2: The student will be able to identify the sections of a newspaper.

A. Criterion-Referenced Objectives:
   1. The student will be able to name the sections of a newspaper.
   2. The student will be able to describe the characteristics of each section.

B. Learning Activities:
   1. Using a newspaper, read and familiarize yourself with the section and types of writings described in the fact sheet you were given.
   2. List the page where each section is found.

Unit Objective #3: The student as part of a group, will be able to construct a newspaper for actual production.

A. Criterion-Referenced Objectives:
   1. Given a specific reporting assigment, the student will be able to write an article, following a specified format.
   2. Given an article, a student will be able to proofread and edit.
   3. Given the completed articles, the student, as part of the group, will assist in the final lay-out of the newspaper.

B. Learning Activities:
   1. Choose three articles from the class-created list on the board that you want to do for the paper.
   2. After gathering all the necessary information, write each article in rough form.
   3. Proofread each article.
   4. Rewrite each corrected article in column form and submit by the due date.
   5. As a group, we will organize the articles in sections on the dummy.
   6. Take a sheet on the dummy and rewrite on a ditto master to run-off.

Unit Objective #4: The student will be able to choose one newspaper-related career to explore in depth.

A. Criterion-Referenced Objective:
   1. The student will be able to investigate one career in the library for oral presentation.

B. Learning Activities:
   1. While listening to various film strips and movies, keep a list of career opportunities that interest you.
   2. Narrow your list down to 3 careers before going to the library.
   3. Spend one period in the library, reading briefly about these three careers.
   4. Based upon what you've read, and availability of information choose one career for research.
   5. Spend two periods in the library, writing a report on your career.
   6. Prepare your information for oral presentation by placing notes on a 3" x 5" card.
   7. Give an oral report on your career to the class.

C. Evaluation:
   1. The creation of a classroom newspaper at the end of the course is a post test in itself. The success of this group effort will show their understanding of a newspaper's terminology, function and ideology.

Unit Title: SELLING YOURSELF

I. Unit Overview: This unit is designed to familiarize the student with the correct steps necessary for choosing and obtaining a job.

II. Unit Content Outline:

1. Choosing a Job
2. Exploration of the skills and activities necessary for choosing and obtaining a job
3. An individual hypothetical search for a job

III. Unit Objectives:

1. The student will be able to apply appropriate procedures in a hypothetical search for a job of his choice.

IV. Unit Description:

Unit Objective #1: The student will be able to apply appropriate procedures in a hypothetical search for a job of his choice.

A. Criterion-Referenced Objective:
   1. the student will be able to list the appropriate steps for applying for a job.
   2. Given a recommended procedure for career selection, each student will be able to select a career which interests him.
   3. The student will be able to correctly complete the necessary forms for obtaining a job.
   4. The student will be able to discuss the importance of appearance and manner in an interview.

B. Learning Activities:
   1. The teacher will present to the students the steps necessary for choosing & securing a job. Possible activities include: Teacher-directed discussion group discussion, audio-visual materials, speakers, etc.
   2. The teacher will assist the student in selection of a career using some of the following methods.
      a. Visits to the library for career materials
      b. Worksheets
      c. Audio-Visual materials
      d. Discussions
   3. The student or teacher will provide the proper forms for social security working papers, job applications, resumes, etc. These can be completed in one of the following ways:
      a. A student initiated activity
      b. A combined student-teacher approach or
      c. A teacher-directed activity

4. The teacher will provide sample letters which the students will refer to when writing their own business letters.
5. The teacher will lead a discussion about acceptable standards of dress & manner during an interview and the reasons for them; possible activities are:
    - a. role-playing
    - b. small group
    - c. worksheets
    - d. speakers

C. Materials:

1. Forms - Social security
   working papers
   job applications
2. Samples of business letters, resumes.
3. Help Wanted Ads (Newspapers)
4. A-V Materials
5. Teacher - made Worksheets
6. Occupational Guidance
7. Finding your Job
8. SRA Occupational Briefs
9. Desk Top Career Guidance
10. ARCO-Rosen Career Guidance
11. Careers Series vertical file

D. Evaluation: Each objective is project - oriented and the successful completion of each is the post-test in itself.

Unit Title: SHORT STORY WRITING FOR CHILDREN

I. Unit Overview:

A. To show the student that writing can be fun and profitable. Using sample stories published and unpublished. Have students read different kinds of stories.

B. To make the student aware of his surroundings and have him write about them, without worrying about spelling and punctuation.

C. To have the student do research in other books and magazines and make comparisons.

II. Unit Content Outline:

A. The idea (blueprint for a story)
B. The characters
C. Type of stories
  1. Love
  2. Sorrow
  3. Anger and Hate
  4. Joy
  5. Hope
D. Dialogue
E. Climax and Anticlimax
F. Additional Ideas
G. Exploring possible markets for the stories
H. Writing the story
I. Criticizing the story
J. Rewriting the story
K. Sending the story to the publisher

III. Unit Objectives:

1. Given a paragraph to read, the student will be able to find the main idea by skimming, applying this to his story.
2. Given a paragraph to scan rather than skim, he should be able to read quickly but somewhat slower than skimming and find several facts to answer more than one question, again applying this to his story.
3. Given a clue the student should do research on the subject he is writing about, using the library and perhaps animals and other humans from actual experience.
4. In connection with the story he or she is writing the student should be able to:
    a. describe his characters
    b. describe his characters in places
    c. describe his plot, climax and ending

A. Criterion-Referenced Objectives:
  1. Given a blueprint for a story the student will be able to -- start his story, advance to the problem, comlicating incidents, to the climax and to the falling action and finally the end.
  2. Student will be able to write his story and have it evaluated by the whole class.

B. Learning Activities:
  1. Research in library
  2. Experience in orally telling a story
  3. a. Self expression
     b. Confidence in ones ability to:
        1. speak in front of other people
        2. perform in front of other people
  4. Acquiring the ability to communicate through words in writing and speaking
  5. Satisfaction from creativity (writing the story)

C. Materials:
  1. Books written for children by other authors. Examples from the library
  2. Slides
  3. Tapes
  4. Charts and posters
  5. Radio stories
  6. T.V.

D. Evaluation:
  1. The student will be tested on his ability to tell a story to the class, explaining the following:
     a. The problem or plot of his story
     b. What the complicating incidents are
     c. What his climax is
  2. Finally the student will be given extra credit for each story completed. The amount of extra credit will be decided by the students. All students will complete at least one short story for children.

Unit Title: SIGN LANGUAGE

I. Unit Overview: Students will learn and study the sign language used at Sterck School. Students also will be able to meet some of the students at Sterck.

II. Unit Content Outline:

- A. Finger spelling
- B. Basic Signs
- C. Communicating using signs.

III. Unit Objectives: Each student will be able to:

1. Spell his name and use manual alphabet to fingerspell other small words.
2. Sign sentences given by instructor
3. Use sign language to communicate with another student

IV. Unit Description:

Unit Objective #1: Spell his name and use manual alphabet to fingerspell other small words.

A. Criterion-Referenced Objective:
   1. Given 10 words, each student will be able to fingerspell at least 7 words using the correct manual alphabet.
   2. Each Student will be able to read 7 words out of 10 words fingerspelled to him by the instructor or another student.

Unit Objective #2: Sign sentences given by instructor

A. Criterion-Referenced Objective:
   1. Given words from any of the word lists each student will be able to sign 70% of the words correctly.
   2. Given any sign for of the word lists each student will be able to read the sign given by the instructor or another student 70% of the time.
   3. Given a sentence using the words from the vocabulary lists, each student will be able to sign the sentence without a mistake.

Unit Objective #3: Use sign language to communicate with another student.

A. Criterion-Referenced Objective:
   1. Each student will be able to communicate with another student in sign language on subjects such as "what do you do after school?" "What do you eat for dinner?", or "What do you eat for dinner?" (one student will start conversation and another will reply).

B. Learning Activities:
1. Password Game (finger spelling)
2. Student Dialogues
3. Signing of Songs - "Are you Sleeping?", "Silent Night", "You've Got a Friend", "Bridge Over Troubled Water".
4. "Lecture" by instructor to introduce new material.
5. Question/Answer Session. Instructor asks:
    a. What did you eat for lunch?
    b. How many dogs do you have?
    c. etc.
6. Tour of Sterck
7. Best students work over at Sterck as tutors.

C. Materials:
1. Text: "Signing Exact English" by Custason, Pfetzing, and Zawalkow.
2. Films available to Sterck
3. Visiting speakers (Dr. Holcoub, Mr. Gays)

D. Evaluation:
1. Instructor signs a word from vocabulary lists and student will respond by writing the word.
2. Instructor signs a sentence using words from vocabulary lists and student will respond by writing the sentence.

Unit Title: SIGNING

I. Unit Overview: This unit is an attempt to familiarize Ogletown Middle School communication of the deaf-fingerspelling, speech, and signing and how they can use it to communicate with the deaf students at the Sterck School and the deaf people in the community.

II. Unit Content Outline:

A. Causes of Deafness
B. The American Manual Alphabet
C. Fingerspelling
D. Basic signs
E. Communication with the deaf students in Sterck School

III. Unit Objectives:

The student will:
1. Identify their own attitudes and beliefs toward deafness and deaf people.
2. Identify the causes of deafness.
3. Recognize terminology related to audiograms, hearing, and hearing losses.
4. Describe problems (as they pertain to language, communication skills and intelligence) of the deaf, hearing impaired, and parents of the deaf.
5. Students will write the philosophy of total communication.
6. Demonstrate manually the mastery of the twenty-six hand configurations as they finger-spell.
7. Sign and interpret some basic signs.
8. Explore careers related to working with the deaf.

IV. Unit Description:

A. Criterion-Referenced Objective:
   1. The student will identify their own attitudes and beliefs towards deafness and deaf people by writing answers to the Sterck Deafness Attitude Scale Test.
   2. The student will listen to various speakers and view various films and describe problems (as they pertain to language, communication skills, and intelligence) of the deaf, hearing impaired, and parents of the deaf. Films: "Listen", "We Tiptoes Around Whispering", "Never to Hear the Wind", and "Swan Lake".
   3. Identify the four causes of deafness-conductive hearing loss, sensorincural, mixed deafness, central deafness and describe each.
   4. The student will describe total communication-fingerspelling, speech, and signing and write a short explanation of why it is used.
   5. The student will demonstrate manually the mastery of the American Language Alphabet.

6. The student will sign and interpret the basic signs in small groups. The students will be video taped while signing.
7. The student will through listening to various speakers and by reading career materials, students will explore careers related to working with the deaf.

B. Learning Activities:

1. Students will write the answers to the Sterck Deafness Attitude Scale Test and identify their own attitudes and beliefs towards deafness and deaf people through a discussion with students and teachers.
2. After students listen to a parent of the deaf child speak on "Being a Parent of a Deaf Child", the principal of the deaf in the Sterck School and his wife speak on "Problems of the Deaf in the Hearing World", the coordinator of mainstreaming at the Sterck School speak on "Some Personal Experiences", the administrative assistant at the Sterck School speak on "The Philosophy of Total Communication at the Sterck School". A house father at Sterck speak on "Sports and the Deaf", the audiologist at the Sterck School, the speek therapist at the Sterck School, and view on the following films: "Listen", "We Tiptoed Around Whispering", "Never to Hear the Wind", and "Swan Lake", they will describe the problems (as they pertain to language, communication skills, and intelligence) of the hearing impaired, the deaf, and the parents of the deaf and write an explanation of the total communication and why it is used at the Sterck School.
3. After listening to the audiologist at the Sterck School, students will identify the four causes of deafness, conductive hearing loss, sensorineural, mixed deafness, and central deafness.
4. After students have been given a card containing the American Language Alphabet and have practiced it at home, they will form small groups and demonstrate manually the mastery of the letters by fingerspelling.
5. In small groups students will practice signing the basic signs. They will visually sign the basic signs to be interpreted by their classmates and interpret signs formed visually by their classmates.
6. Students will play the following games and visually perform the following activities:

Chain Spelling
Bee Bee Bumble Bee
Ghost
Watch for Your Name
Count to 100
Buzz
I'm Thinking of-
A Number
King's Chair
Sentence Strips
Fruits
This My Foot
The Doctor's Cat
Newspaper Game
Twenty Questions
Nonverbal Communication
Description
Password

7. Students will explore careers related to the deaf by listening to various speakers and persuing various literature provided.

C. Materials:

1. The American Manual Alphabet
2. Basic Pre-School Signed English (Textbook)
3. Signing Exact English and Supplement (Textbooks)
4. Basic Signs Lists
5. Sterck Deafness Attitude Scale Test
6. Video Tape and T.V. Camera
7. Tape Recorders
8. Song Sheets
9. Poetry Sheets
10. Films:
    a. "Listen"
    b. "We Tiptoed Around Whispering"
    c. "Never to Hear the Wind"
    d. "Swan Lake"

D. Evaluation:

Students will take the Sterck Deafness Attitude Scale on the day class begins and on the day class concludes. Student's attitudes at the outset of the course will be compared with those at the conclusion. This will be done through class discussion with students and teachers.

In small groups, students will read a conversation given to them and sign one question or statement to the class for interpretation.

Students will be evaluated on small group work and class participation on a daily basis.

Unit Title: SEARCH FOR AMERICA

I. Unit Overview: The school year is divided into five cycles, four of which are the responsibility of the team. Each seven week cycle is planned around a central theme. "Search For America" gives an overview of America today. Emphasis is placed on the historical development of American society, the physical make-up of the United States, and the occupations and way of life of the people.

II. Unit Content Outline:

A. Oral Communication Techniques
   1. Role playing
   2. Puppet show
   3. Oral reports
   4. Class discussion groups
   5. Guest speakers
   6. Acting
B. Written Communication Techniques
   1. Business letter
   2. Script writing
   3. Reports
   4. Essay Questions -- Short paragraphs
C. Reading Selections
   1. Careers
   2. America
      a. "Melting Pot"
      b. City Life
      c. Farmer
   3. Community

III. Unit Objectives:

1. Student will read selected stories and analyze, compare, and contrast different attitudes toward work resolving for himself a respectful work ethic.
2. Student will be able to write a correct business letter to an adult inquiring about a field trip or guest speaker.
3. By using adult guest speakers as career role models, students will gather information describing different occupations.
4. After unit is complete, students will be able to identify and describe his parent's career.
5. Students will make a hand or string puppet and write a play in which puppet portrays a career accurately.
6. Student will make a chart comparing six respective American families.
7. Student will identify fifteen respective health environment careers.

IV. Unit Description:

A. Criterion-Referenced Objectives:
   1. Student will write at least one business letter including correct heading, body, salutation, and complimentary close.

2. Student will write a concise paragraph listing at least three duties involved in jobs of each guest speaker.
3. Student through class discussion will demonstrate an acceptable work attitude.
4. Student will correctly answer a minimum of three of five questions from selected readings.
5. The student will give an oral report describing his parent's occupation and delineating at least five of their duties, responsibilities, and obligations.
6. Student will write a script for a play and perform it on stage.
7. Student will correctly answer nine out of twelve multiple choice questions on Popeye career comic book series work sheet.
8. Student will construct a comparitive chart.

B. Learning Activities:
1. Students will construct an in-class business letter stating their desire to learn about various community, their duties and inquiring into field trip or guest speaker possibilities. They will write three form letters each and distribute them to community professionals of their choice.
2. Student will write short paragraph after each guest speakers visit listing facts he has learned about the particular career covered.
3. Student will work in his choice of four learning stations (may use from one to four). Each station will be comprised of a career related text and a set of worksheets for each reading selection. The worksheets will test knowledge of story content. Students will be responsible for correctly completing 75% of individual worksheets.
4. Student will do an oral report on his parent's occupation delineating at least five duties, responsibilities, and obligations.
5. Student will work with English, dramatics, and industrial arts teacher and construct a hand or string puppet. He will model the puppet on a career role model of his choice and write a script for a play. He will present a puppet show on stage which will be videotaped by his classmates.
6. Student will view filmstrips and listen to accompanying records Six Families in U.S. and make his own chart listing differences and similarities (comparing and contrasting) each life style.

C. Materials:

Print materials

Texts
1. Search for America - Holts Impact Series
2. The Time is Now - Woessner, Wheelock, Sheldon -- Allyn-Bacon, Inc.
3. With It - Woessner, Wheelock, Sheldon -- Allyn-Bacon, Inc.
4. Popeye Career Education Comic Series - King Publications
5. Discovery: A Career Education Program

Reference

1. The Art of the Puppet - Bil Baird
2. 101 Hand Puppets - Richard Cummings
3. Puppets and Plays - A Creative Approach - Virginia Comer
4. Book of Puppetry - Remo Bufano's
5. Fell's Guide to Hand Puppets - Dorothy Fell

Non-Print

1. Filmstrip and Records
    a. Six Families in U.S. -- EBE Sound Filmstrip
    b. Preparing for Jobs in the 70's -- GA Guidance Association of Pleasantville
    c. The American Worker
2. But What Can a Girl Do
3. Career Awareness

Persons

1. Newark Chamber of Commerce - Guest Speaker to Delineate Role of local Chamber of Commerce
2. Student initiated occupational guest speakers form local community
3. Cleo Ewing - Guest Lecturer on Puppetry
4. Chapel Street Players - puppet show
5. Dramatics Teacher - Assist in actual puppet making
6. Industrial art teacher - making marionettes, stage and scenery
7. AV instructor - assist in instructing students in use of AV apparatus/video taping-picture taking

Films

1.	Thinking of you,	Modern Talking Picture Service
2.	Dottie and her Dad	American Dental Association
3.	Dottie and the Dentist	American Dental Association
4.	Strawberries and Cream	Modern Talking Picture Service
5.	Who Wrote That	Association Films, Inc.

*All films listed for each cycle are available on free loan basis from Educators Guide to Free Films, Educators Progress Service, Randolph, Wisconsin

D. Evaluation:

1. The student will write final correct draft of business letter.
2. The student will write and perform final draft of puppet show script.
3. The student will complete construction of hand or string puppet.
4. Creative writing will be evaluated in a subjective way. A sample of student writing should be used as a pre-test. A general description assignment will be given and evaluated only on basis of figurative language and sensory awareness.
5. Using guest speakers lecture as topic, student will write paragraph delineating duties and responsibilities of each job.
6. Use of the tape recorder for oral reports or presentations to enable the student to undergo self-evaluation.
7. The student will interview experienced community personnel.
8. The student will demonstrate his ability to locate and find information in sources pertaining to his specific job interests.

Unit Title: GROWTH AND DEVELOPMENT

I. Unit Overview: The school year is divided into five cycles, four of which are the responsibility of the team. Each seven week cycle is planned around a central theme. "Growth and Development" focuses on the individual and his relationship to society. Emphasis is placed on simple to complex relationships both mechanical and humanistic. The concept of growth is explored from various perspectives including personal, scientific, mechanical, and societal. The student is urged to recognize the development of the decision making process as an integral part of personal and societal growth.

II. Unit Content Outline:

A. Written Communication Techniques
   1. Comic strip
   2. Short essays
   3. Reports
B. Vocational Skills
   1. Jobs in your Future...Who are you?
   2. Before you look...What can you do Now?
   3. Is there a Job here for you?
   4. Looking for a Job... What are the first Steps?
   5. You're Ready for Work... Will it be Right Job for You?
   6. Your first Job...Can you Keep it?
   7. Jobs you can get now
   8. Job Information you can write for.
C. Reading Selections
   1. "The Individual"
   2. Parents
   3. School
   4. Emotions
   5. Peer groups
   6. Friendship
   7. Family Life
D. Personality Test
   1. Determination of students vocational interests.

III. Unit Objectives:

1. Using Popeye Career Comic Strip as models, student will write a comic strip illustrating a career.
2. Student will be able to use community and its people as learning resources.
3. Students will investigate the concept of self-knowledge by reading selections examining relationships with peers, family, and school.
4. The student will have investigated his vocational interests, his skills, and needs by completing a vocational skill book.
5. The student will investigate the development of emerging Asian nations.
6. The student will be able to compare and contrast his life as family and community members with those of people living in developing nations of Asia.

7. The student will investigate cultural differences by developing class demonstrations.

IV. Unit Description:

A. Criterion-Referenced Objectives:
   1. Student will correctly list six jobs and the exact training each requires after reading selected Popeye Career Comic Strips.
   2. Student will prepare three written reports describing interviews he has conducted with persons employed in immediate community.
   3. Student will demonstrate ability to apply concept of "self-knowledge" by reading selections from Maturity Growing Up Strong and complete accompanying worksheet. (This is subjectively evaluated by instructor.) Note: Other books will be substituted as this is a Learning Station Activity and students choose their own materials and work at their own pace. Each reading selection has its individual worksheet.
   4. The student will do all exercises and questions in a Vocational Skill Book.

B. Learning Activities:
   1. Students will write and illustrate their own career comic strips. Each will portray career of student's choice. Student will integrate a minimum of three responsibilities of particular occupation into text of his comic strip.
   2. Students will prepare three written reports describing interviews he has conducted or taped with persons employed in immediate community.
   3. Student will read and do related activities in Scope Contact Units, Maturity: Growing up Strong and Getting Together: Problems you Face. Types of typical exercises include:
      a. Student will read a selection and answer a short essay question relating story content to student's personal experience.
      b. Role playing activities -- Example-Student will read a story on parent-child relationship. After selection, student will role play a defined situation where he must play a parent.
      c. Students will read plays and write their own endings.
      d. Student will play the role of the advice columnist, writing letters to students with problems.
      e. Students will complete a set of learning stations which accompany various reading selections.
   4. Student will do all exercises in Scope Job Skills Books, Jobs in Your Future. Book is divided into eight content sections with accompanying appropriate content quizzes.
      a. Jobs in Your Future. Who are You?
      b. Before you Look. What can you do Now?
      c. Is there a Job here for you?
      d. Looking for a Job. What are the first Steps?
      e. You're Ready to Work. Will it be the Right Job for You?

   f. Your First Job. Can You Keep It?
   g. Jobs You Can Get Now.
   h. Job Information you can write for.

5. Student will complete majority of 48 short reading selections from Scope WIDE WORLD, Reading Skills Book I. Articles provide interesting facts and information about the "Wide World." They are divided into five sections:
   a. How Did it Ever Happen?
   b. The People's Art.
   c. Playing to Win.
   d. The March of Time.
   e. Science World.

   Developmental areas include:
   a. finding the main idea of each article.
   b. remembering important details
   c. getting the meaning of words.

C. Materials:

Print

1.	Maturity: Growing up Strong	Scope Contact Unit
2.	Getting Together: Problems you Face	Scope Contact Unit
3.	Jobs in Your Future	Scope Job Skill I
4.	Wide World	Scope Reading Skills I
5.	How You can Get the Job You Want	Career Choices For 70's
6.	Creative Dynamics in the Classroom	By Nellie McCaslin
7.	You and Your Job (booklets)	

Filmstrip and Records

1.	Life Issues of Young Teens	SVE
2.	Family Problems of Young Teens	SVE
3.	Your Personality--The You Others Know	GA--Pleasantville
4.	Getting to Know Me	Eye Gate
5..	School Nurse-Dolores Klimek	
6.	School Health Teacher	
7.	Visiting Nurse	
8.	Delaware State Council of Arts	

Films

1.	Bartlett and Sons	Modern Talking Pct. Ser
2.	Bright Future	American Dental Assn.
3.	Careers in Cosmetology	National Career Ser.
4.	The Gentle Doctor	Assn. Films, Inc.
5.	Focus on Behavior: The Social Animal	Dept. of Air Force
6.	Focus on Behavior: The Conscience of a Child	Dept. of Air Force

D. Evaluation:

1. Student will complete "Learning Station" activities and worksheets. Each station is assigned a "point" valve and student will be instructed to earn as many points as possible. Stations will be comprised of two sets of books: "Maturity: Growing up Strong & Getting Together" Problems You Face
2. Student will write and illustrate final draft of career comic strip.
3. The student will write a report about his job interests.
4. Student will finish all exercises in Vocational Skills Book, Jobs in Your Future.
5. Student will role play various situations demonstrating his understanding of certain basic relationships between individual, peers, and family.
6. Student will answer questions from Wide World. Quizzes will help develop your reading skill in three ways:
    a. Finding the main idea of each article.
    b. Remembering important details.
    c. Getting the meaning of worlds.

Unit Title: MAN AND THE CITY

I. Unit Overview: The school year is divided into five cycles, four of which are the responsibility of the team. Each seven week cycle is planned around a central theme. "Man and the City" explores the urban environment. Emphasis is placed on the functions, problems, advantages and disadvantages, and patterns that create the city phenomena. The major concentration stresses individual problem solving techniques.

II. Unit Content Outline:

A. Newspaper
  1. Definition of Terms
  2. Vocabulary
  3. Background information
  4. Student's School Newspaper
    a. Special editors
    b. Reporters
    c. Photographers
    d. Rewrite man
    e. Copyreaders
    f. Typists
    g. Cartoonists
    h. Columnists
    i. Comic Strip writers
    j. Ad men

B. Novels
  1. Character
  2. Plot
  3. Setting
  4. Theme

C. Audio-Visual Material
  1. Tape recorder
  2. Video tape unit
  3. Camera
  4. Movie camera

D. Written Communication Techniques
  1. Slide documentary narration
  2. Article writing
  3. Editorial writing
  4. TV script

E. Study Skills
  1. Reading directions
  2. Reading a table of contents
  3. Reading an index
  4. Guessing before reading
  5. Skimming
  6. Use of context clues
  7. Recognizing importance ideas
  8. The topic sentence
  9. Grouping and organizing
  10. Reading fiction

III. Unit Objectives:

1. Students will be able to work together in a cooperative effort.
2. Students will be able to recognize the functions and operations of a newspaper.
3. Student will describe in writing the elements of city life.
4. The student will increase quality and quantity of writing by development of the habit of written expression.
5. The student will investigate various communication media by manipulating certain apparatus (i.e. tape recorder, camera, movie camera, video tape unit).
6. Student will demonstrate a knowledge of career related study skills.
7. The student will be able to recognize how man has used and limited physical space.
8. The student will be able to identify the public services necessary for urban life.
9. The student will investigate the concepts of urban growth, land use, population and impact on natural environment.

IV. Unit Description:

A. Criterion-Referenced Objectives:

1. The student will write a narration of a slide presentation of city life.
2. The student will manipulate taping apparatus and record their narration of elements of city life.
3. Students will write a script for TV show, video the presentation, and show it to an audience.
4. Student will be able to recognize and define 75% of the vocabulary words introduced in the unit.
5. Student will recognize the essential elements of a newspaper story and will write at least three articles using these elements correctly.
6. The student will participate in production of a weekly newspaper incorporating all common essential newspaper elements.
7. The student will read minimum of two novels and answer accompanying worksheet to 80% proficiency.
8. Given a list of newspaper occupations, student will be able to accurately role play career he is interested in.
9. Student will demonstrate proficiency in study skill by completing specific tasks designed for each skill area.
10. Student will read a minimum of 3 novels from the series, What Job For Me and answer accompanying worksheets to a level of proficiency subjectively determined by Teacher.

B. Learning Activities:

1. Students will work on a joint English-Social Studies project on city life. They will prepare a documentary taking slides in social studies and writing an appropriate narration in English class.

2. Students will run the school newspaper. The English class will be turned into a newspaper office from one to two days every week. Students will perform all tasks from inception of articles, to typing, printing, compiling, and selling.
3. The student will write a script for a TV show (local community news), tape the presentation, and show it to an audience.
4. The student will incorporate all essential elements of proper writing at least three articles to be used in school newspaper.
5. Students will read a minimum of two novels on life of inner city teenagers and complete chapter by chapter content question worksheets to an 80% proficiency.
6. Student will complete selected study skills activities from Scope Study Skills Book, Countdown activities are aimed at enhancing following skill areas.
    a. Reading directions
    b. Reading a table of contents
    c. Reading an index
    d. Guessing before reading
    e. Skimming
    f. Use of context clues
    g. Recognizing important ideas
    h. The topic sentence
    i. Grouping and organizing
    j. Reading fiction
7. Student will study terms and vocabulary related to the newspaper over the course of the unit. Pre and Post test evaluate unit.
8. Students will read a minimum of five novels from "What Job For Me" series and answer accompanying worksheets.

C. Materials:

Print:

1. Dimensions	Scope-Reading Skills I-SBS
2. Spotlight	Scope-Reading Skills 3-SBS
3. Countdown	Scope-Reading Skills 1-SBS
4. Sprint/Speed Reading I	SBS-Scholastic Book Ser.
5. I've Got a Name	Holt's Impact Series
6. Joker's Wild, Panchovilla Rebels, Chili Peppers	M. Sullivan-Field
7. "What Job For Me", Series-17 Novellas	Scope - Scholastic Action Play Series

Reference:

1. Make Your Own Animated Movies	Yvonne Anderson
2. Down the Tube	Terry Galoney
3. Best Televison Plays	edited by-Gore Vidal
4. How to Run a School Newspaper	Enid Goldberg
5. The Student Jornalist and Creative Writing	William G. Ward

6.	The Student Journalist and Common Study Assignments	William G. Ward
7.	The student Journalist and News Reporting	Hazel Presson
8.	The Student Journalist and Editing	Charles Garven

Filmstrip and Tape Cassette:

1.	The Newspaper in America	SVE Education Filmstrips
2.	AV-Instructor	
3.	Field trip to News journal Company	
4.	Field trip to Curtis Paper Mill	
5.	Guest speaker-provided by Newark Chamber of Commerce	
6.	Newspaper Advertising Guest Speaker	

Films:

1.	Beyond All Barriers	Bell System Telephone Offices
2.	What Greater Challenge	Copley Productions
3.	Cameras and Careers	Eastman Kodak Company
4.	Did you Hear What I Said?	

D. Evaluation:

1. Students will create slide presentation and write a narration judging student attainments of objective "a knowledge of elements of city life. (subjective evaluation)
2. Students will produce a weekly copy of a school newspaper. Student will be judged on his willingness to participate in the activities of the unit. Student will write final draft of three newspaper articles. Student will discuss verbally their experiences in a newspaper and explain their role. Student will be able to generalize the importance of a newspaper.
3. Student will complete exercises on a study skills book.
   - a. Table of contents
   - b. Reading an Index
   - c. Skimming
   - d. Context clues
   - e. Recognizing important ideas
   - f. Topic sentence
   - g. Grouping and organizing
   - h. Reading fiction
4. Student will read a total of eight novels and/or novellas and complete accompanying worksheets.

Unit Title: MAN AND NATURE

I. Unit Overview: The school year is divided into five cycles, four of which are the responsibility of the team. Each seven week cycle is planned around a central theme. "Man and Nature' delineates the possibilities and limitation of the natural environment. Man's relation to his natural surroundings is explored through activities designed to challenge creativity and develop methods of inquiry.

II. Unit Content Outline:

A. Reading Skills
   1. Exploring Reading Habits, Reading Stories, Plays, Poems
   2. Scanning
   3. Skimming
   4. Speed-Building
   5. Concentration

B. Written Communication Techniques
   1. Creative Writing -- Sensory
   2. Children's Books
   3. Poems (cinquain, haiku, free verse)
   4. Plays

III. Unit Objectives:

1. The student will examine various elements of nature by reading selected short stories and novellas.
2. The student will be able to compare and contrast urban and rural environment.
3. The students will be able to identify the components of drama.
4. The student will be able to communicate effectively in both writing and speaking.
5. The student will be able to construct his own poems.
6. The student will increase quality of his reading habits.

IV. Unit Description:

A. Criterion-Referenced Objectives:
   1. The student will read at least ten short stories or books by prominent children's and will write and illustrate his own childrens book using his own reading as his reference and model.
   2. The student will illustrate his knowledge of components of drama by writing a play.
   3. The student will construct a minimum of ten poems incorporating essential elements of individual poems (cinquain, haiku, free verse)
   4. The student will complete five creative writing assignments.
   5. Student will complete various selecitons from Scope Sprint, Reading Skills Book.

B. Learning Activities:

1. Student will complete a minimum of five creative writing assignments on nature topics. Stimuli will be numerous color transparencies in Writing Through Pictures unit.
2. Student will write and illustrate his own children's book. This activity will occur after he has read other children's book and short stories that he will use as his model. This activity will be done in conjunction with industrial arts, art, and dramatics teacher and will aid students in such activities as screening, block-printing, illustrating and bookbinding.
3. Students will do selected activities in three Scholastic Book Services, Creative Expression Book, Ghost Ships, Cook Up Tales, Adventures of a Three Spined Stickleback, geared to aid his construction of a minimum of ten original poems which incorporate essential elements of various poetic forms (cinquain, haiku, free verse).
4. Students will read and perform children plays from the text, From Plays Into Reading, and as a culminating activity write and perform his own play.
5. Student will complete exercises in Scope Sprint Reading Skill Area.

C. Materials:

Prints:

1.	What's Happening	Scott, Foresman and Company
2.	Appalachian Autumn	Scope Play Series, SBS
3.	The Red Pony	John Steinbach
4.	Ghost Ships	Creative Expression Books
5.	Cook Up Tales	Scholastic Book Services
6.	Adventures of Three Spined Stickleback	
7.	From Plays Into Reading	Glass Klein - Allyn and Bacon
8.	All Around America Through Literature	Scott-Foresman
9.	Man in a Fictional Mode	McDougal, Littell
10.	Sprint-Speed Reading I	Scope/Scholastic Book Services
11.	How Books are Made	D.C. Cooke-Dodd, Mead and Co.

Non-Print:

1.	Records - Creative Writing	Morris Schreiber
	How to Write an Effective Comp.	Folkways Records
2.	Transparencies - Writing through Pictures	Educational Direction, Inc. Scott Educational Division
3.	Films - The Hidden Treasure	Topps Chewing Gum
	Careers in Construction	Farm Film Foundation
	Anyone For Art	Modern Talking Picture Service

D. Evaluation:

1. Student will write final draft of children's book. Comparison Evaluation - students compare their own constructions with other children's plays or books by prominent authors.
   - Pre Test - Students read one children's novel by prominent author then make a list of what they feel are the elements that must be contained in children's book. Student will then read numerous other children's books and refine his list of essential elements. Student will then construct his own book using his self-made list as a guide.
2. Student will write original poems (haiku, cinquain, free verse)
3. Student will complete exercises in Scope Reading Skills Book, Sprint designed to explore good reading habits.
   a. scanning
   b. skimming
   c. speed building
   d. concentration
4. Creative writing with color transparency as stimulus evaluation technique is listed under Cycle One Evaluation.

Unit Title: WHO AM I AND WHAT CAN I DO ABOUT IT

I. Unit Overview: Through the reading and subsequent discussion of stories and plays, students will identify personality traits and behavior that leads to general success and happiness as well as those that do not.

II. Unit Content Outline:

A. Read Short Stories and plays (groups of 6-8)
   1. Identify personality traits
   2. Relate personality traits to situations in which characters find themselves.
   3. Compile a list of traits and often related situations.

B. Write a short story or play in which each student will assign his personality traits to a character in the play.

III. Unit Objectives:

1. To have students discover more about themselves.
2. To have students recognize the relationship between personality traits and social relationships.
3. To foster the reading of stories and plays.

IV. Unit Description:

Unit Objective #1: To foster the recognition of character trait of characters in stories and plays as well as in one's self.

A. Criterion-Referenced Objectives:
   1. Students will be able to list character traits of characters in the approximate order of importance in which they make up the personality of the character.
   2. Students will demonstrate a knowledge of character traits by writing character sketches of character in stories and plays.

B. Learning Activities:
   1. Small groups of students will read short stories or plays; compile lists of character traits relating to main characters and arrange the traits in order of importance as they make up the personality of the character subject.
   2. Students will each write a short story or play in which he will develop several traits.

C. Materials:
   Short stories or plays as contained in:
   1. Scope Magazine
   2. Literary Study Units
   3. Collections of short stories or plays from library
   4. Anthologies

D. Evaluation:
Each student will write a short story or play in which at least four character traits clearly demonstrated by the main character. The story will be accompanied by an outline that will demonstrate the planning of the personality development within the plot of the composition.

Unit Title: WRITING FOR FUN AND PROFIT

I. Unit Overview: This unit will present to the student various careers associated with the field of writing. In addition, the student will spend much time in actually writing the types of literature talked about.

II. Unit Content Outline:

A. Presentation of Forms of Writing
  1. Poetry
  2. Plays
  3. Fiction
  4. Non-fiction
B. Creative Writing
C. Exploration of Writing Careers
  1. Choice of interest area
  2. Research & report

III. Unit Objectives:

1. The student will be able to demonstrate an understanding of the various forms of creative writing by writing examples of each.
2. The student will be able to select an appropriate career dependent upon some form of creative writing.
3. The student will be able to write an adequate research paper on the career which he has selected.

IV. Unit Description:

Unit Objective #1: The student will be able to demonstrate an understanding of the various forms of creative writing by writing examples of each.

A. Criterion-Referenced Objectives:
  1. Given an explanation and examples of several forms of poetry, the student will be able to correctly write an original sample of each.
  2. The students, in small groups, will be able to write a short play.
  3. The student will be able to write at least one short story incorporating into it all of the following parts: title, character(s), setting, and plot,
  4. The student will be able to write a short autobiography.

B. Learning Activities:
  1. The teacher will explain the form and rhyming pattern of limerick; each student will then write at least two original limericks with correct form and rhyming pattern.
  2. The teacher may explain the pattern for and give examples of any or all of the following types: haiku, diamante, concrete poetry, etc., students will then write their own.

3. Through either lecture, discussion, or examples, the teacher will present various rhyming patterns, some of which each student will use to write his own poetry.
4. The teacher will present by way of either lecture or discussion the elements of a play; students will get into groups, each of which will write an original play incorporating the elements discussed.
5. By way of discussion, lecture, and/or example, the teacher will explain the parts of a short story, each student will write a short story which includes title, setting, characters, and plot.
6. The teacher will explain the difference between fiction and non-fiction; each student will then write a short autobiography.

Unit Objective #2: The student will be able to select an appropriate career dependent upon some form of creative writing.

A. Criterion-Referenced Objectives:
   1. Given suggestions for appropriate careers, each student will be able to select one which interests him on which to research and write a report or project.

B. Learning Activities:
   1. The teacher will suggest and/or ask for ideas about careers related to field of writing.
   2. Each student will select a career which interests him.

Unit Objective #3: The student will be able to write an adequate research paper on the career which he has selected.

A. Criterion-Referenced Objective:
   1. Given a list of resource materials, the student will be able to correctly write a report or make a project dealing with a specific career connected with writing.

B. Learning Activities:
   1. The teacher will give each student a list of appropriate resource materials and a list of areas which must be included in his project.
   2. Each student will correctly write a report or project.

C. Evaluation:
Successful completion of each activity substitutes for a more formal type of evaluation. The final report or project may be graded or in some other way evaluated.

5

HEALTH
AND
PHYSICAL EDUCATION

Unit Title: BEGINNING GOLF

I. Unit Overview: This course is designed to develop an interest in the fundamentals of golf. A study will be made of the history of golf, terms, skills, techniques and careers related to golf.

II. Unit Content Outline:

- A. Golfing History
  - 1. origin
  - 2. early golfing greats
- B. Golf Terms
- C. Skills and Techniques
  - 1. iron play
  - 2. woods
  - 3. putting
- D. Choice of clubs
- E. Golf related careers

III. Unit Objectives:

The student will be able to:
1. identify distances and club selection.
2. relate the history and development of golf.
3. identify the outstanding golfers in relation to their achievements.
4. identify golf related careers through information from guest speakers.

IV. Unit Description:

Unit Objective #1: To expand student understanding of skills involved in golf.

- A. Criterion-Referenced Objectives:
  - 1. Given a specific golfing situation, the student will list ways to execute the stroke.
  - 2. The student will write a paragraph stating the duties and qualifications of each guest speaker.
  - 3. The student will be able to write the distances and the golf club for stated distance.

- B. Learning Activities:
  - 1. Construct an eighteen hole golf course including: distance and par for each hole, bunkers, trees, ponds, etc.
  - 2. Prepare a report on a phase of golf that is of interest to the student.
  - 3. Play a round of golf at the Brookside course and bring score card to class.
  - 4. Make an effort to play on a regulation course and relate experiences to the class.

C. Materials:
  1. Golf Clubs
  2. Golf balls
  3. Magazines
  4. Newspapers
  5. Guest speakers
  6. Films

D. Evaluation:
Testing will consist of knowledge of terms used in golfing, rules, names of successful golfers, thoughts concerning club selection and ability to determine handicap from score card.

Unit Title: FIRST AID

I. Unit Overview: The purpose of this course is:
   1. To help each child understand what is first aid.
   2. To give each child the opportunity to explain orally and demonstrate manually one first aid technique.
   3. To make each child aware of the broad field of health services and its need for many people of different work preferences.

II. Unit Content Outline:

   A. First Aid
      1. Programmed reading of our First Aid Manual
      2. Demonstration of one technique or procedure of First Aid
      3. Researching, identifying and reporting on two careers of the health profession. Involving a college degree or better (pathologist, neurologist) and the other not requiring a college degree (ambulance driver, hospital cleaning lady).

III. Unit Objectives:

   1. The student will read the first aid manual and complete all necessary written exercises.
   2. The student will explain and demonstrate one first aid technique or procedure such as "applying a tourniquet".
   3. The student will research and write two reports on careers of the health services field.

IV. Unit Description:

   A. Criterion-Referenced Objectives:
      1. The student will read the first aid manual and complete all exercises. After a given number of pages which he has read, he will be given a quiz and before he continues he must complete 7 out of 10 questions correctly. The total number of quizzes to complete the manual is 3.
      2. Given the necessary materials, the student will explain orally and demonstrate manually one technique or procedure of first aid as reported in the first aid manual.
      3. The student will write two reports on careers of the health services. One career must require an educational degree of at least college level or more. The career should not. Out of ten points given to be discussed in the reports, the student will code at least seven of these points per report for a passing grade.

B. Learning Activities:
   1. Programmed reading of our first aid manual.
   2. Film and filmstrips will be viewed to reinforce the reading.
   3. Each child will demonstrate one first aid procedure such as making and using a tourniquet.
   4. Each child will research and write two reports. One will be about a career in the health field that involves a college degree or better and one report that does not require a college degree. Example: neurologist, pathologist, and the other will be about a career not involving a college degree. Example: ambulance driver, hospital cleaning lady.

Unit Title: PERSONAL HEALTH

I. Unit Overview: The purpose of this course is:
   1. To make each child aware of Good Health habits and the benefits of practicing them.
   2. To help each child understand the basic causes of diseases.
   3. To help make each child appreciate and believe in the body's own defense mechanisms and also the aid one can receive from medical treatments.

II. Unit Content Outline:

   A. Personal Health
      1. Good health habits
      2. Causes of disease
      3. Defenses against disease
         a. The body's
         b. Medical treatment

III. Unit Objectives:

   1. The student will be able to write at least two good health habits.
   2. The student will be able to identify and recite the important discovery of one famous medical person.
   3. The student will be able to write a report on a career of the health profession.

IV. Unit Description:

   A. Criterion-Referenced Objectives:
      1. Given the necessary materials (paper, crayons, scissors, etc.), the student will be able to design and make two different good health habits (rules) of those discussed in class. The posters must visually depict the rule stated.
      2. The student will be able to give a three minute oral report before the class on a person who is famous for some medical discovery. The report must include the famous discovery and explain its importance.
      3. Given the ten points to be covered in the report, the student will be able to write a report on a career related to the health professions and will cover seven of those points for a passing grade.

   B. Learning Activities:
      1. Each child must design and make two posters expressing two good health habits of their choice.
      2. Each child must give one oral report on some person who is famous for a great medical discovery.
      3. Each child will research and write one report on a career related to the health profession.

   C. Materials:
      1. Filmstrips on Careers of the Health Services; poster paper, crayons, scissors, etc.

Unit Title: TECHNIQUES OF BASKETBALL OFFICIATING

I. Unit Overview: This course is designed for the student who is interested in techniques of basketball with emphasis on basketball officiating.

II. Unit Content Outline:

A. Basketball fundamentals
  1. Drills designed for improving skills for actual play.
  2. Design offensive patterns.
B. Basketball officiating techniques
  1. Discussion of rule book.
  2. Interpretation of rules.
C. Actual game experience
  1. Class participate in games with emphasis on officiating.
  2. Assignments for intramural games
    a. officials
    b. scorekeepers
    c. timers

III. Unit Objectives:

1. The student will be able to perform various skills in relation to class-accepted standards.
2. The student will be able to identify well-officiated games from rules and techniques studied in class.
3. The student will display emotional control as a spectator influenced by his understanding of the game.

IV. Unit Description:

Unit Objective: To expand student understanding and execution of techniques in basketball play and officiating.

A. Criterion-Referenced Objectives:
  1. Given specific rule situations, the student will write an explanation of each.
  2. The student will make a list of guest speakers and relate information gained from each.
  3. The student will be able to construct a basketball court and label distances of various lines, baskets, etc.

B. Learning Activities:
  1. Draw and label (lengths & distances) a regulation basketball court.
  2. Prepare a report on the rule changes of basketball since 1961.
  3. Fill in schedule when able to replace intramural games.
  4. Attend a high school basketball game and observe players and officials. Relate outstanding plays to class.

C. Materials:
   1. Gym suits
   2. Whistles
   3. Officials manuals
   4. Guest speakers
   5. Films

D. Evaluation:
The actual test for approved basketball officials from Board #11 in Wilmington will be administered at completion of course.

Unit Title: SPORTS: HOCKEY, FOOTBALL & SOCCER

I. Unit Overview: Several activities will be included in this unit including hockey, soccer, and flag football. Significant attention will be placed on developing skills in these particular sports. Rules of each sport and team play situations will provide the student with basic knowledge of each game. Occupations relating to sports will be explored to develop an awareness of the opportunities in this field. The unit will be covered in an approximate time of seven and one half weeks and involve about 140 students.

II. Unit Content Outline:

- A. Physical Activities
  - 1. Basic skills of sports
  - 2. Lead-up activities
  - 3. Team play situation
  - 4. Evaluation skills test
- B. Cognitive Activities
  - 1. Knowledge and rules of sports
  - 2. Evaluation written test
  - 3. Scoring and record keeping
    - a. team
    - b. individual
- C. Social Aims
  - 1. Cooperation
  - 2. Sportsmanship
  - 3. Teamwork
  - 4. Leadership
  - 5. Respect for others
- D. Careers
  - 1. Exploration of sports occupations
  - 2. Experience relating to what it would be like to enter a sports career.

III. Unit Objectives:

1. The student will demonstrate to an individual level of achievement a wide range of physical and social patterns relating to sports objectively and subjectively determined by the teacher.
2. The student will examine and explore various sports occupations and identify the variables associated with them.

IV. Unit Description:

- A. Criterion-Referenced Objectives:
  - 1. Given the basic skills through student leader and teacher demonstrations or visual aids, the student will practice all skills until he correctly performs each one.
  - 2. Given the choice of a role (captain, team member, referee, score keeper, substitute, etc.) the student will demonstrate the rules and skills of his selection in team play.

3. Given the rules and knowledge of sports through lecture, demonstration, and participation, the student will score at least 70% on a written test.
4. After participating in the activities of the unit, the student will be able to name at least five sports careers.
5. Given instructions and an outline to follow, the students will divide into groups of four or five and present a sports career to the class in a form of their choice (skit, interview, demonstration, etc.) to include all items on the outline.

B. Learning Activities:
1. drills, lead-up games, and visual aid activities
2. games (hockey, soccer, football)
3. charts, discussions, team play
4. guest speakers
5. instructions from teacher, development of presentation: (1) job characteristic, (2) salary, (3) educational and training requirements, (4) hours, (5) atmosphere and working conditions, (6) ability and skills required.

C. Materials:
1. DGWS rule book and DAHPER rule book
2. Films:
    a. The Officials
    b. Sports in Japan
    c. Defensive Football
    d. Athletic Injuries
    e. Checking for Injuries
3. Athletic trainer
4. Sports equipment
5. Drill equipment
6. paper, pencil
7. handouts on careers

D. Evaluation:
1. visual observation of each student performing the skill correctly
2. record keeping of individual play by students
3. test scores graded by teacher
4. listing of five careers relating to sports
5. number of items on outline included in group presentation.

Unit Title: RECREATION: BASKETBALL & VOLLEYBALL

I. Unit Overview: In this unit the students will participate in the basic skills and fundamentals of basketball, volleyball, and various recreational activities. Rules and knowledge of each activity will be analyzed. Reference will be made to the characteristics of a successful worker in the field of recreation. Leadership and team play strategy will be stressed through participation in individual and group performance. The unit will be covered in an approximate time of seven and one half weeks and involve about 140 students.

II. Unit Content Outline:

A. Physical activities
    1. Basic skills of recreational sports
    2. Lead-up activities
    3. Team play situations
    4. Skills test
B. Cognitive activities
    1. knowledge and rules of activities
    2. evaluation written test
    3. scoring and record keeping
        a. team
        b. individual
C. Social Aims
    1. cooperation
    2. sportsmanship
    3. teamwork
    4. leadership
    5. respect for others
D. Careers
    1. exploration of recreation careers
    2. application

III. Unit Objectives:

1. The student will engage in many different recreational sports and games displaying physical and social achievement levels objectively and subjectively determined by the teacher.
2. The student explores and analyzes recreational occupations.
3. The student will participate in several life time sports activities.

IV. Unit Description:

A. Criterion-Referenced Objectives:
    1. Given the basic skills through student leader and teacher demonstrations or visual aids, the student will practice all the skills until he correctly performs each one.
    2. Given instructions and an outline to follow, the students will divide into groups of four or five and present a recreation carrer to the class in a form of their choice (skit, interview, demonstration, etc.) to include all items on the outline.

3. Given a variety of recreational games, the student will select a game and teach it to the class demonstrating the role of a recreation leader.
4. Given a set of questions concerning parks and recreation, the student will gather all the answers through lecture and question-answer methods from the guest speaker, a recreation leader.

B. Learning Activities:
  1. drills, lead-up games, and visual aid activities
  2. instructions from teacher, developing presentation: (1) job characteristics, (2) salary, (3) educational and training requirements, (4) hours, (5) atmosphere and working conditions, (6) ability and skills required.
  3. recreation activity
  4. speaker, answering questionnaire

     Questionnaire:
     a. What do park rangers do?
     b. Who do parks belong to?
     c. How are parks cared for?
     d. How are parks enjoyed by all?
     e. Where are the parks in our city, state and community?
     f. Where can you have fun in our community other than parks?
     g. What can you do at the recreation center?

C. Materials:
  1. DGWS rule book
  2. Recreation activities equipment
  3. Drill equipment
  4. Films
     a. America Goes Camping
     b. Fast Asian Badminton Championship
     c. Happiness is Skiing
     d. Name of the Fame Is - Basketball
     e. Skiing is Believing
     f. Tennis Everyone
     g. The Game is Golf
     h. White Water - Canoeing
     i. Winter Fun in the Poconos
  5. Sports Equipment
  6. Recreation Equipment

D. Evaluation:
  1. visual observation of each student performing the skill correctly
  2. number of items listed in Learning Activities, included in group presentation
  3. student teaching the recreation game
  4. answers to questionaire

Unit Title: AMUSEMENT-ENTERTAINMENT: GYMNASTICS, WRESTLING & DANCE

I. Unit Overview: In this unit self-control and self-confidence will be obtained through gymnastics, dance, and wrestling skills. These will include balancing and tumbling stunts, vaults and traveling maneuvers on the side house, rope climbing skills and routines in floor exercise, balance beam, and parallel bars. In wrestling emphasis will be placed on take downs, reversals, and escapes and pinning combinations. In dance, the beauty of movement performance will encourage self-expression and self-discipline. The activities cited will be correlated with the exploration of amusement and entertainment occupations. The unit will be covered in an approximate time of seven and one half weeks and involves about 140 students.

II. Unit Content Outline:

A. Physical activities
   1. Basic skills and stunts in gymnastics
   2. Routines and dance sequences
   3. Ball and hoop routines
   4. Wrestling skills

B. Cognitive activities
   1. Knowledge of content in a routine
   2. Planning routines
   3. Scoring

C. Social aims
   1. Self-control
   2. Self-expression and self-confidence
   3. Leadership
   4. Appreciation of movement

D. Careers
   1. Exploration of amusement-entertainment careers
   2. Exposure to various facets of occupations in this area.

III. Unit Objectives:

1. The student will demonstrate a multitude of physical activities associated with gymnastics, dance, and wrestling.
2. The student will practice desirable social and emotional patterns evaluated subjectively by the teacher.
3. The student will examine and specify their limitations associated with careers in amusement and entertainment.
4. Students will be aware of the differences in good and poor posture.

IV. Unit Description:

A. Criterion-Referenced Objectives:
   1. Given the instructions and guidelines for planning a routine, the student will present and score at least 5.0 points on routines.
   2. Given the following: (1) charts rating tumbling and vaulting stunts into three categories according to difficulty (1 point, 2 point, and 3 point stunts),

con't . . .

(2) choice of 2 or more of routines (balance beam, parallel bars or floor exercise) worth up to 10.0 points a piece, (3) demonstrations and spotting instructions for practice; the student will progress at his own rate and score a total of 35 points or more during the gymnastics program.

3. Given a film presentation and instructions relating to orthopedic screening, the students will divide into groups of two or three and determine whether or not his partner or partners should be referred to a physician for further testing.
4. Given the opportunity to work on an independent project, selected students may choose to build a particular type of gymnastics or playground equipment through assistance and guidance of physical education and industrial arts instructors.
5. Given the opportunity to produce a mini circus, each student will choose a role in the circus production and prepare and perform for a school assembly.

B. Learning Activities:
   1. practicing and performing routines
   2. practice of stunts and routines
   3. orthopedic screening, instructions by school nurse and viewing of film
   4. guest speaker from scouts (knots) and constructing of equipment
   5. practice and performance of circus

C. Materials:
   1. DGWS Guide
   2. Gymnastics and dance equipment
   3. Balls and hoops
   4. Record player
   5. Films
      a. Golden Knights -- The Army Parachute Team
      b. Judo
      c. Most Beautiful Girls
      d. Gymnastics for Girls -- Muriel Grossfield
      e. Rhythmic Ball Exercises
      f. Facts About Backs
   6. Circus Equipment.

D. Evaluation:
   1. scoring of routines
   2. testing of stunts and routines
   3. checking each group decision and listing physician referrals
   4. completion of project
   5. performance of circus production

Unit Title: FITNESS: TRACK & FIELD

I. Unit Overview: A wide variety of track and field events will be covered in this unit. Physical fitness tests will be administered and their importance to the individual explored in relation to one's total fitness. Attempts will be made to sell physical education to the students, parents, and community. In strengthening the physical education program, stress will be placed on improving the physical health of our society. Awareness of life time sports and the use of leisure time will be a motivating force. The unit will be covered in an approximate time of seven and one-half weeks and involve about 140 students.

II. Unit Content Outline:

A. Physical activities
  1. Conditioning exercises
  2. Track and field events
  3. President's Physical Fitness Test

B. Cognitive activities
  1. Procedures in planning a track meet
  2. Recording fitness and track and field scores

C. Social aims
  1. Feeling of well-being
  2. Sportsmanship
  3. Respect for others
  4. Self-discipline
  5. Leadership

D. Career Application
  1. Exploration benefits gained through fitness
  2. Relationship of fitness and healthy living
  3. Careers relating to helping adults stay fit

III. Unit Objectives:

1. The student will demonstrate and perform a determined degree of physical efficiency subjectively set by the teacher on an individual basis in track and field and fitness activities.
2. The students will analyze, justify, and ultimately sell physical education for other students, parents, and the community.
3. The student will discover social and emotional benefits achieved through physical fitness subjectively identified by the teacher.

IV. Unit Description:

A. Criterion-Redferenced Objectives:
  1. After completing the President's Physical Fitness test, the student will be able to find his strong and weak areas of fitness through reading and recording his scores and the norms set for each score by the standards established in the President's Council on Physical Fitness pamphlet.

2. Upon completion of the fitness program, the student will be able to reflect upon the body change of fatiguing less easily through the recording of heart rate in the pre and post fitness test.
3. Given a wide variety of track and field events from which to choose, the student will engage in all except three activities as determined by his personal discretion.
4. Given the opportunity to sell and promote physical education to parents, other students, and community members, the student will take a pre and post survey of their accomplishments.

B. Learning Activities:
   1. training program and fitness testing
   2. fitness test for determining level of fitness and training activities (Pre and post tests used -- (1) 12 minute test or (2) 1.5 mile test)
   3. track and field activities
   4. program planning, issuing of pamphlets and survey taking

C. Materials:
   1. President's Physical Fitness testing
      a. guide
      b. charts
      c. score sheets
   2. Track and field and testing equipment
   3. Films
      a. All the Self There Is (PEPI)
      b. An Interest in Safety (camping, boating, and hiking)
      c. Two on the Track (cycling races)
      d. Track Relay Techniques (baton passing)
      e. The Fitness Challenge (fitness tests)
   4. Fitness Materials

D. Evaluation:
   1. test results which the student and teacher have recorded
   2. pre and post test
   3. scores in all except three events
   4. survey results

Unit Title: TOURISM: SOFTBALL & TRACK AND FIELD

I. Unit Overview: An opportunity will be offered to encourage students to participate in softball and track and field events. Batting and fielding techniques will be stressed in the softball activities. Track and field events will cover sprints, relays, distant run, jumping events, and throwing events. Tourism and olympic occupations will be explored during this unit. The unit will be covered in an approximate time of seven and one half weeks and involve about 140 students.

II. Unit Content Outline:

A. Physical activities
  1. conditioning exercises
  2. track and field events
  3. basic skills of softball
  4. team play situations
  5. skills testing

B. Cognitive activities
  1. recording fitness and track and field scores
  2. organizing teams and setting up tournaments
  3. map reading -- orienteering
  4. knowledge and rules of softball

C. Social aims
  1. cooperation
  2. sportsmanship
  3. teamwork
  4. leadership
  5. self-discipline and respect for others

D. Careers
  1. exploration of occupations relating to tourism
  2. application to vacations, job possibilities, etc.

III. Unit Objectives:

1. The student will explore and analyze those job opportunities relating to tourism.
2. The student will participate in a variety of activities relating to track and field.
3. The student will participate in the game of softball as well as various skills related to this game.
4. Students will participate in an orienteering adventure.

IV. Unit Description:

A. Criterion-Referenced Objectives:
  1. Given instructions in orienteering (map reading and following a compass), the student will jog a designated route using a compass and map as a guide.
  2. Given the various positions in softball, the student will choose at least three and participate at these positions during the unit.

3. Given a wide variety of track and field events from which to choose, the student will organize a track meet and engage in at least four events as determined by his personal discretion.
4. Given the assignment of planning a three week vacation to include recreation and sports activities, each student will plan and present his vacation to the class through a map and it nerary.
5. Given an outline for preparing a tourist attraction brochure the students will select an attraction in the Newark, Del. area and prepare an advertisement brochure to include all items in the outline.

B. Learning Activities:
   1. orienteering
   2. softball activiites
   3. track and field events
   4. vacation planning, presentation of vacation
   5. gathering information concerning the tourist attraction, compiling the brochure

C. Materials:
   1. Track and field and fitness test material
   2. Films
      a. Aloha
      b. Highlights of Sports (car races, track meets, and football)
      c. Let's Get Wet (surfing, water skiing)
      d. Shotput and Discus
      e. Track -- Basic Jumping Techniques
      f. Sports Rhythms
      g. Track -- The Sprinter (starting blocks, leaning into finish line, and baton passing)
   3. Orienteering equipment

D. Evaluation:
   1. students reaching correct destination
   2. student participating in at least three positions as recorded on score sheets
   3. performance of track meet and student entering at least four events
   4. presentation of vacation to include map and itinerary with recreation and sports activities
   5. preparation of a brochure on a specific tourist attraction

Unit Title: HEALTH CAREERS

I. Unit Overview: This unit is designed to include opportunities for exploration of the career families (or sub-clusters) in the Health Cluster. Students will study specific careers of their choice from at least five families. Field trips and speakers will be utilized with the regularly scheduled health classes invited to participate. The student will be involved in a first hand experience of nursing.

II. Unit Content Outline:

A. Career Exploration
  1. Introduction
    a. Pretest (see attached)
    b. Interest interview (see attached)
    c. Discussion to determine appropriate scope of activities for each group
  2. Content
    a. Students will select from among the activities, field trips and resource persons in which they would like to participate.
  3. Evaluation
    a. verbal discussion
    b. Post test (See attached)
B. Career Experience
  1. Introduction: Instructor will explain requirements for passing procedures.
  2. Laboratory
    a. Instructor will demonstrate each individual procedure
    b. Students will practice each procedure individually.
  3. Evaluation
    a. Lab test
    b. Each studnet will demonstrate that he has mastered each procedure.

III. Unit Objectives:

1. Student will be able to perform simple nursing aide duties.
2. Students will explore the health career families and select specific occupations for in depth study.
3. At the conclusion of the course the students will have documented evidence of their individual activities and learning experiences.

IV. Unit Description:

A. Criterion-Reference Objectives:
  1. Student will be familiar with the subcluster of mental health services.
  2. Student will be familiar with the subcluster of medical and biological science services.
  3. The student will be familiar with the subcluster of dentistry and dental services.
  4. The student will be familiar with the subcluster of general hospital and medical office related occupations.

5. Student will be familiar with the subcluster of medical emergency services.
6. The student will be familiar with the subcluster of administration of health services.
7. Student will be familiar with the personal and community health services.
8. Student will be familiar with the pharmaceutical science and services.
9. Student will be familiar with the professional medical supportive personnel.
10. Student will be familiar with the medical professions.
11. Student will be familiar with the health careers educators.
12. Student will demonstrate proficiency in taking temperatures and reading the thermometer accurately.
13. Student will chart accurately in the daily log book.
14. Student will be able to make a hospital bed.
15. Student will perform basic first-aid techniques under direct supervision.
16. Student will be capable of using the emergency-health card filing system.
17. Student will recognize the importance of treating other students with empathy and respect.

B. Learning Activities:

Each of the CRO's will be involved in the learning activities. Each student will select several families they wish to learn about. They will choose the learning activities they wish to utilize in their research. At the conclusion there will be a sharing phase during which all students will be exposed to all families. Instructor guidance will insure that all families are included.

1. Interview: Selected students will interview persons employed in health careers in which they are interested.
2. Book Review: Selected students will choose a book (biography or reference) and give an oral book review which includes title, author, synopsis and evaluation.
3. Dramatization: Students may create a skit involving a health career situation to be presented to the Health class.
4. Filmstrip and cassettes: Student will use where appropriate:
    a. Jobs in Health services
    b. Nursing Careers
5. Information Gathering: Each student will request information on various careers from outside sources.
6. Shadow Program: A program will be arranged whereby selected students will have the opportunity to observe a person in a in a health occupation.
7. Popeye Comic Book: Read and answer questions in back of comic book.

8. Field trips
   - a. Drug center
   - b. Lab @ Medical Center
     - 1. blood
     - 2. X-ray
     - 3. EKG
   - c. Dentist's office
   - d. Hospital
   - e. Emergency center
   - f. Aetna ambulance
   - g. Pharmacy
   - h. Optemetrist
   - i. Occupational therapy
   - j. Veterinary hospital
   - k. U. of D. nursing school
   - l. Delcastle Vocational High School
   - m. Sterck (School for deaf children)

C. Materials and Resource Persons:

1. Speakers
   - a. school psychologist
   - b. medical technologist
   - c. dental hygienist
   - d. representative from candy striper program
   - e. public health nurse
   - f. speech therapist
   - g. recreational therapist
   - h. industrial nurse
2. Materials
   - a. Books related to Health Careers
   - b. Filmstrips and cassettes available in library
   - c. List of sources to be utilized in "information gathering"
   - d. Films from organizations such as the A.M.A. and Prudential Insurance
   - e. thermometer
   - f. cleansing solution
   - g. log book
   - h. beds and linens
   - i. appropriate first aid
   - j. file cards and file

D. Evaluation:

1. The Post test attached will serve as the evaluation tool.
2. All CRO will serve as an evaluative tool.

PRE AND POST TESTS

Directions: Fill in the blanks.

1. The _______________ is the head of the mental health team who studies and treats diseases of the mind.
2. The _______________ works under the direct supervision of a doctor doing laboratory tests such as blood and urine.
3. The person who cleans your teeth, applies fluoride and X-rays your mouth is _______________.
4. A _______________ is one who directs the activities of furnishing supplies and equipment to hospital workers.
5. The _______________ transports the sick and injured to hospital or emergency care centers.
6. The job of the _______________ is to interview patients for personal and financial information and to arrange for their rooms in the hospital.
7. The _______________ cares for the elderly and handicapped in their homes.
8. A specialist in the science of drugs is a _________________.
9. A _______________ treats diseases and deformities of the human foot.
10. A _______________ plans, organizes and directs recreational activities for patients.
11. The _______________ sets up and operates various types of oxygen equipment such as the iron lung and oxygen tests.
12. The _______________ provides nursing service to employees who become ill or have an accident in a department store or factory.
13. The _______________ checks vision and prescribes glasses.
14. A _______________ is a highly skilled worker who, under the supervision of a licensed physician performs many of the routine duties usually carried out by doctors.

ANSWERS TO PRE AND POST TEST

1. psychiatrist
2. medical technologist
3. dental hygienist
4. central supply supervisor
5. ambulance driver
6. admitting officer
7. home health aid
8. pharmacist
9. podiatrist
10. recreational therapist
11. oxygen therapist
12. industrial nurse
13. optometrist
14. physicians assistant

INTEREST INTERVIEW

1. Do you like to do things with your hands, (e.g. running machines, handling equipment)?
2. Do you like working with people?
3. Do you believe you have a natural feeling of sympathy and understanding for the handicapped or ill?
4. Do you like to work alone?
5. Are you particularly good in math, science, psychology and sociology?
6. Do you feel you are a leader?
7. Do you enjoy cooking and household duties?
8. Are you interested in a professional career such as physician, dentist, nurse, pharmacist?
9. Do you feel that you're a "born teacher"?
10. Would you like to be an artist, illustrator, photographer?
11. Are you interested in ecology?
12. Do you like typing, filing and clerical duties?

Vocabulary

psychology: the science or study of the mind

sociology: the science or study of groups

physician: a doctor of medicine

pharmacist: druggist

illustrator: to show by way of pictures

clerical (clerk): a person who types letters, puts away papers and takes care of office work

FINE ARTS

Unit Title: THEY SELL MUSIC

I. Unit Overview: The Wall Street Journal, America's chronical of finance, lists the transactions of music industry in the millions. Whether it's a clarinet or chapel chimes somebody designs it, makes it, sells it, repairs it, etc. which sums up the multi-million dollar business each year.

If the business opportunities in music are many, so are the background requirements. Yet in each area one precludes some basic information in music, perse. This may become part of the individual's total education by direct involvement in the performing arts.

This unit will help the student evaluate his interests and aptitude in fields related to music. It will explore the many business opportuniites in music and how they relate to the performing arts, to the consumer, and to an individual career.

II. Unit Content Outline:

A. Organize into performing groups
B. Select music in varied styles and appropriate difficulty
C. Work out determined difficulties
D. Prepare a public presentation
E. Determine several inter-related careers from the arts cluster which makes it possible for the student to perform the music above
F. Discuss career opportunities which surface as a result of the above procedure

III. Unit Objectives:

1. Explore the inter-relationship of career opportunities which combine to form the music industry.
2. Determine how he is influenced by the products/services of music industry and in turn how he influences its output.
3. Examine the relationship of the performing arts to a career in music industry.

IV. Unit Description:

Unit Objective #1: The student will explore the inter-relationship of career opportunities which combine to form music industry.

A. Criterion-Referenced Objectives:
   1. The student will identify a minimum of three music related careers which make possible his band/chorus participation.
   2. The student will determine two careers in each phase of music industry -- manufacturing, sales, service -- which prepares a musical instrument for performance.

B. Learning Activities:
   1. Using library career information each student will list with documentation of the source, a minimum of two careers in the areas of music publishing, instrument manufacturing, and music sales.
   2. The student will choose one career from each area above and construct a comparison chart which gives the following information:
      a. area of music industry
      b. career title
      c. musical pre-requisites
      d. on the job training
      e. probable salary
      f. securing a job
   3. The student will trace the production of a selection of chorus music from the composer to him. He will list the career opportunities through which it passed.
   4. The student will trace the production of a tuba from the drawing board to the football field. He will list the career opportunities through which it passed.
   5. The student will define the following representative organizations; he will list music careers represented by each:
      a. NAMM
      b. AMC
      c. MIC
      d. PTG
      e. MENC
      f. AF of M
      g. ASCAP
      h. BMI
      i. MPA
      j. ASTA
      k. NACWPI

C. Materials:
   1. Library resources; Books:
      a. Career Briefs, Careers, Inc.
      b. Occupational Briefs, SRA
      c. Encyclopedia of Careers, J.G. Ferguson Co.
      d. Occupational Outlook Handbook
      e. Curtis, Robert E.; Your Future in Music
      f. Ward, John; Careers in Music
      g. Ulano, Sam; How To Be In the Music Business
      h. Toffler, Alvin; The Culture Consumers
      i. Music Instruction Retailing As A Career, IRCM #284
   2. Periodicals:
      a. High Fidelity/Musical America
      b. The School Musician
      c. The Instrumentalist
      d. Down Beat
      e. Piano Technician's Journal
      f. Musical Merchandise Review
      g. The Music Trades
   3. Cassettes:
      a. Careers in Music Retailing, Alfred publishing
      b. Careers in Music Publishing, Alfred publishing
      c. Careers in Music Manufacturing, Alfred publishing
   4. Community resources
      a. music dealer
      b. piano tuner
      c. school music representative

Unit Objective #2: The student will determine how he is influenced by the products/services of music industry, and in turn, how he influences its output.

A. Criterion-Referenced Objectives:
   1. The student will illustrate a minimum of three examples of music industry advertising, and will determine the consumer(s) it is designed to reach.

B. Learning Activities:
   1. Each student will submit four advertisements from current periodicals, or newspapers, which describe music merchandise or services for sale.
   2. Using the above information, the class will construct a bulletin board illustrating music advertising.
   3. Take a poll of the band and chorus. Determine the number of students who own a guitar. List the following reasons for instrument purchase:
      a. first contact
      b. how obtained
      c. price in comparison to band/orchestral instrument
   4. Repeat activity no. 3 polling students who own a piano.
   5. The student (class representative) will write to a brand name instrument manufacturer to request a brochure of the student line, intermediate, and professional quality instrument. Class discussion should determine the influence of students on music industry.
   6. From the bulletin board, activitiy no. 2, the student will list which advertisements are testimonials of famous musicians. List should determine advantages of this method.

C. Materials:
   1. For Library/Community resources refer to C., Unit Objective #1.

Unit Objective #3: The student will examine the relationship of the performing arts to a career in music industry.

A. Criterion-Referenced Objectives:
   1. The student will identify a mimimum of three careers in music industry in which musical proficiency is a prerequisite.
   2. The student will determine a mimimum of two careers in music industry in which mimimal training in the performing arts is sufficient.

B. Learning Activities:
   1. Class spokesmen will conduct interviews of the following community resource people to determine musical attributes which play a part in the success of that career
      a. piano tuner
      b. music dealer
      c. instrument repairman

2. Discussion of the music publishing business will point out three careers in which a thorough knowledge of music, and of the performer, is necessary.
3. Using library resources the student will determine a mimimum of two careers in which thorough training in the performing arts may be detrimental to success on the job.
4. The student will list skills other than musical which will be required in the following occupations. If more than one skill is necessary, the student will rate its importance
   - a. acoustician
   - b. instrument repairman
   - c. importer jobber
   - d. music secretary
   - e. educational constultant
   - f. retail salesman

C. Materials:
   1. For Library/Community resources refer to C., Unit Objective #1.

D. Evaluation: This unit is task oriented. A written test is not appropriate. The student will be evaluated according to completion of the following activities.
   - a. preparation and command of individual parts of specified
   - b. presentation of a public performance
   - c. a mimimum of one learning activity for each objective which shows that the objective has been met -- an oral or written report will be acceptable

Unit Title: MUSICIANS WHO TEACH

I. Unit Overview: The fine arts, and music specifically, has been a field of endeavor which for many years has been considered crowded to the point of saturation. People enter this area seeking avocational and esthetic outlets as well as the possibility of earning a living. Because of this fact, students pursuing music seriously as a career soon find that competition, demand for services, salaries, travel, and other factors make one think realistically of exploring a dual career concept. A great number of musicians find themselves combining their specialized talents with those of education for various reasons financial or esthetic.

This unit will help the student to evaluate his interests and abilities in the area of music. It will explore the possibility of music teaching as a career, and as a natural outgrowth of the disciplines gained in other phases of the study of music such as performance, conducting, composing, and in the fields related to music.

II. Unit Content Outline:

A. Organize into performing groups
B. Select music in varied styles and appropriate difficulty
C. Determine existing problems and areas of difficulty
D. Present several approaches to master the above
E. Student identifies musical interests and strengths
F. Prepare organization as performing group -- emphasize contribution of individual
G. Discuss career opportunities which surface as a result of the above procedure

III. Unit Objectives:

The student will:
1. explore the dual career concept in the field of music.
2. identify the many career sub-groupings and/or specializations which are considered phases of music education.
3. examine the role of the school music educator in regard to his relationship to the school, to the community, and to arts.

IV. Unit Description:

Unit Objective #1: The student will explore the dual career concept in the field of music.

A. Criterion-Referenced Objectives:
   1. Using library resources, current periodicals, etc., the student will explore the need for the performing artist to consider a dual career.
   2. The student will list a mimimum of five careers which may be considered a natural outgrowth of study in the performing arts.

B. Learning Activities:
  1. Each student will bring to class one article, media report, newspaper or magazine clipping, or other current information which discusses the existing status of the performing arts.
  2. Class discussions of the above information will point out wide differences existing between performing artists in the areas of commerical, classical, and church music in regard to training, security, etc.
  3. Using library career information the student will collect data on a performing arts career of his choice (e.g. concert soloist, studio musician pop artist, chorus member, etc.)
     Information should include the following:
     a. career title
     b. required aptitude
     c. physical/mental qualifications
     d. educational pre-requisites
     e. desirable/undesirable aspects
     f. financial security
     g. securing a job
  4. Given a list of ten music related careers each student will indicate by completion one performing arts career which is related and may be considered a practical career choice.
  5. Class discussion of the above list will lead to a master chart indicating dual career possibilities.

C. Materials:
  1. Library resources
     Books
     a. Career Briefs, Careers, Inc.
     b. Occupational Briefs, SRA
     c. Encyclopedia of Careers, J.G. Ferguson Co.
     d. Occupational Outlook Handbook
     e. Curtis, Robert E., Your Future in Music
     f. Ward, John., Careers in Music
     Periodicals
     a. High Fidelity/Musical America
     b. The School Musician
     c. The Instrumentalist
     d. Down Beat
     Cassettes
     a. Careers in Music Education, Alfred Publishing
     b. Careers in Jazz, Alfred Publishing
     c. Careers in Church Music, Alfred Publishing
     d. Careers in Orchestral Playing, Afred Publishing
     Filmstrip
     a. Careers in Music Education, MENC
  2. Community resources
     a. music teacher
     b. choir director/organist
     c. music retailer
     d. commercial musician
     e. symphony conductor
     f. piano tuner

Unit Objective #2: The student will identify the many career sub-groupings and/or specializations which are considered phases of music education.

A. Criterion-Referenced Objective:
   1. Considering the artistic resources of the city of Newark the student will identify a mimimum of five careers in music education.

B. Learning Activities:
   1. Each student will make a list of locally found careers in music education which include those careers existing in the public schools, the university, the church, the business, and/or private sector.
   2. Class discussion of the above list should include possibilities of part-time/full-time employment, the projected outlook for demand vs. competition, the feasibility of pursuing each a dual career choice.
   3. Using library resources or community resources the student will choose a music education career which can offer full-time employment collect and list data pertaining to finances, pre-requisites of aptitude, education, background in the arts, job demand, etc.
   4. Outline the musical and educational requirements of certification for the public school music teacher, for the college instructor. Students will gather course requirements from college catalogs, the Dept. of Education, or interview.
   5. List procedures in which a student may help another grasp command of an appropriate musical selection used in band or chorus ensemble.
   6. Choose capable instrumentalists to "teach" others studying like instruments who may be on a beginning or remedial level in a program entitled the "Buddy System" or "Each One, Teach One".

C. Materials:
   1. For Library/Community resources refer to C., Unit Objective #1.

Unit Objective #3: The student will examine the role of the school music educator in regard to his relationship to the school, to the community, and to the arts.

A. Criterion-Referenced Objectives:
   1. The student will list a mimimum of three different ways the influence of his music teacher changes his school/home activities.
   2. The student will list a mimimum of three ways a music teacher may provide service to the community.
   3. The student will list various ways the music educator is the laison between artistic/cultural progress and the masses.

B. Learning Activities:
1. Each student will chart a practice plan of the amount of time (hrs., min.) spent in/out of school in the contact of music.
2. Determination of his "musical investment" will be made by each student as he multiplies the above total by 50, and then by the number of years he has played or sung.
3. After listing favorite compositions currently studies in band or chorus, each student will determine how music education made it possible for him to perform them.
4. In a clsss discussion students will give their interpretation of the following statement of a music teacher. "All I can do is show you how to practice, and how to listen critically."
5. Students will name music teachers in the area who use the skills of music outside of teaching.
6. Each student will determine a mimimum of three ways the music teacher is connected to the consumer, the audience, the composer or performer.
7. View the filmstrip MUSIC A Teaching Career. Complete the handout form.

C. Materials:
1. For Library/Community resources refer to C., Unit Objective #1.

D. Evaluation: This unit is task oriented. A written test is not appropriate. The student will be evaluated according to completion of the following activities:
1. preparation and command of individual parts of specified music
2. presentation of a public performance
3. a mimimum of one learning activity for each objective which shows that the objective has been met -- an oral or written report will be acceptable.
4. the return of one completed handout form such as "MUSIC A Teaching Career." (attached)

"MUSIC: A TEACHING CAREER"

As you watch and listen to this presentation, keep in mind the five questions which follow; make mental notes of answers which occur to you. Jot down words or phrases which may help you to remember what "MUSIC: A Teaching Career" is all about.

1. What are some of the rewarding aspects of teaching music which may not be found in teaching other subjects, or may not be present in other occupational fields?
2. What skills are involved in effective music teaching?
3. What is the most important requirement for becoming a music teacher?
4. What courses does one generally follow through the high school and college course of study to prepare for a career in music?
5. What other career possibilities may be available to a person who has completed a prescribed course of study in music education?

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6. From library sources, what information can you find which will put music teaching into a realistic perspective of earning a living?
   Consider in your search:
   a. demand for new (more) teachers -- now, 10 yr. from now
   b. probable salaries
   c. other benefits

Unit Title: PUPPETRY

I. Unit Overview: Students will bring various kinds of puppets to life and perform manually a good amateur puppet show complete with suitable staging, costumes, props, and special effects.

II. Unit Content Outline:

A. Kinds of Puppets:
  1. Finger
  2. Stick
  3. Paperbag
  4. cloth
  5. felt
  6. folded paper
  7. Paperbag doll
  8. Paper mache'
  9. Sock
  10. Shadow
  11. Box
  12. Mouth
  13. String

B. Kinds of Movements
  1. Finger
  2. Clapping hands
  3. Painting fingers
  4. Waving hands
  5. Rubbing hands
  6. Tapping hands
  7. Thinking
  8. Creeping
  9. Crying, sneezing, snoring
  10. Wrist movements
  11. Bowing
  12. Looking
  13. Emphasis
  14. Reading
  15. Shy
  16. Picking up
  17. Walking
  18. Running
  19. Hopping
  20. Fainting and falling
  21. Flying

C. Use of Props

D. Puppet Voices

E. Improvisation and Conflict

F. Simple Stages

G. Simple Lighting

H. Scenery

III. Unit Objectives: The student will:

1. Construct various kinds of puppets and manipulate them properly.
2. Construct a stage with proper lighting and suitable props.
3. Perform manually and orally, a puppet show based on a printed play to an audience of students at the Jennie Smith Elementary School.
4. Students will write a skit, play, or dialogue, create puppets, and perform manually an amateur puppet show for the students at the Jennie Smith Elementary School.

IV. Unit Description:

A. Criterion-Referenced Objective: The students will:
  1. Choose one or two people to work with and construct various kinds of puppets-finger, hand, and string.
  2. Construct a simple stage, prepare proper lighting, and choose suitable props for several puppet shows.

B. Learning Activities: The students will:
  1. Choose one or two classmates with whom they can work well and look through some picture books displayed in the classroom.
  2. After students look through the picture books, they will choose a favorite, construct finger puppets, practice the kinds of movements manually, puppet voices, and construct a stage, proper lighting, and good props.
  3. Perform manually and orally the amateur show for the students in the Jennie Smith Elementary School
  4. Choose one or two classmates with whom they can work well, a printed play, and one of the following puppets:

paper bag
cloth
felt
sock

shadow
folded paper
paper bag doll

  5. Choose one or two students with whom they can work well, write a play, construct mouth puppets, prepare a puppet show, and perform the show for the students at the Jennie Smith Elementary School.
  6. Construct paper mache' puppets, write dialogue, prepare a puppet show, and perform the show for the students at the Jennie Smith Elementary School.
  7. Students will construct string puppets and manipulate them to demonstrate the various kinds of movements, voices, and props.

C. Materials:
1. Felt
2. 3 x 5 cards
3. Fabric (various colors and patterns)
4. String (black)
5. Boxes
6. Socks (men's long in cotton)
7. Tempera paint
8. Spot lights
9. Construction paper (various colors)
10. Plaster of Paris Gauze rools
11. Ice cream sticks
12. Dowel sticks
13. Tongue depressors
14. Styrofoam or rubber balls
15. Picture books
16. Old Curtain rods
17. Colored pencils
18. Colored chalk
19. Sequins
20. Buttons
21. Oaktag (various colors)
22. Yarn (various colors)
23. Pipe cleaners
24. Steel wool
25. Crepe paper
26. nylon stockings
27. paperbags
28. glue
29. Magic markers
30. Scissors (fabric and paper)
31. Needles (sewing)
32. Thread (sewing in various colors)
33. Hole puncher
34. Stapler
35. Staples
36. Brass fastners (large, small)
37. Books:
    a. Puppets for all Grades, Scott, Shaw, May.
    b. Making Puppets Come Alive, Engler, and Fijan
    c. Penny Puppets, Penny Theater, and Penny Plays, Moritz Jagendorf
    d. Eight Play for Hand Puppets, Philpott
    e. The Puppet Book, Edited by L.V. Wall
    f. Presenting Marionettes, Susan French
    g. Easy Puppets, Certrude Pels
    h. Plays Magazine

D. Evaluation: Students will be evaluated on each individual project they construct, write, prepare, or perform as well as the group projects they complete.

Unit Title: SELF-AWARENESS

I. Unit Overview: This unit is based on the philosophy that until the student knows himself and certain basic information about himself he can not truly understand others or fully appreciate the world around him.

II. Unit Content Outline:

- A. Self-Awareness
  - 1. environment
  - 2. roles & responsibilities
  - 3. attitudes
  - 4. self-analysis
  - 5. self-observation
- B. Skill Development
  - 1. manipulative skills
  - 2. hand-eye coordination
- C. Career Awareness

III. Unit Objectives:

1. Student will be able to recognize and cite his correct address and birthdate.
2. Student will be able to describe details about himself, his family and his own responsibilities.
3. Student will be able to describe the kind of responsibilities a parent must assume.

IV. Unit Description:

Unit Objective #1: Student will be able to recognize and cite his correct address and birthdate.

- A. Criterion-Referenced Objective:
  - 1. Given proper materials the student will be able to print in capital letters his first and last names using correct spelling.
  - 2. When asked the student will be able to recite his address and birthdate correctly.
- B. Learning Activities:
  - 1. Tape Recording - Each student will tape a short autobiography consisting of his name, age, birthday, address and pertinent information concerning himself and his family.
  - 2. Printing - Each student will practice some of the palmer method techniques and print the alphabet in capital letters.
  - 3. Name - Each student will print his name on a name tag and in his booklet. (see lesson 3).
- C. Materials:
  - 1. Cassett Recorders and blank tapes
  - 2. Paper, pencils

Unit Objective #2: Student will be able to describe details about himself, his family and his own responsibilities.

A. Criterion-Referenced Objectives:
   1. Given proper materials, in front of mirror, student will be able to describe through pictures how he views himself as an individual and how he views himself in relation to his family unit.
   2. Given proper materials student will be able to describe through pictures how he views his family individually.
   3. Given appropriate materials student will be able to describe through words and pictures his own jobs or responsibilities at home or in school and who depends on him to see them through.

B. Learning Activities:
   1. Drawing - Each student will do several detailed drawings of himself, the members of his family, his pets if any, and the house or trailer they live in.
   2. Collage - Each student will make a life-size collage of himself in an action pose. Students will pair off for this assignment and trace each others shadows on large brown kraft paper. They will then add the details while looking in a mirror. Some details may be outlined in paint or magic marker. They will then add the details while looking in a mirror. Some details may be outlined in paint or magic marker. They will then cut it out.

C. Materials:
   1. Paper, pencils and crayons, mirror
   2. Scissors, rulers, paste, paint or magic markers, bright spot of light, brown kraft paper roll, old magazines, odds and ends of material, doilies, colored paper etc. and plenty of space.

Unit Objective #3: Student will be able to describe the kind of responsibilities parents must assume.

A. Criterion-Referenced Objectives: Given appropriate materials student will be able to describe through words and pictures roles and responsibilities in relation to the family unit.

B. Learning Activities:
   1. Booklet - Each student will compile a booklet containing his name, address, age, birthdate, a photograph of himself if possible, his detailed drawings, a picture or pictures of what his parents do to make money, what his hobbies are and any other pertinent information relating to himself or his family.
   2. Skits - (Optional) Some students may prepare and participate in skits of a typical day in their life or of a funny happening involving their family.

C. Materials:
   1. Paper, pencils, crayons, paste, old magazines.

D. Evaluation: (for all units) Teacher will evaluate all projects, skits, tape recordings and booklets, etc.

Pre and Post Test (Given Orally)

A. Written
   1. Print your first and last name in capital letters

B. Oral
   1. What is your address?
   2. Tell me your birthdate: the month, day and year you were born.
   3. Does your mother work? If yes, what does she do?
   4. Does your father work? If yes, what does he do?
   5. Name one job that you are responsible for (at home or in school).
   6. What would happen if that job was not done?
   7. Name one thing that you might want to do to earn money.
   8. What do your parents think of you? and Vice-Versa.
   9. What does your pet think of you? (if they have no pet---What do you think your bike would think of you? Or some related object that they have complete control of).

PRE-TEST GRID

UNIT: SELF AWARENESS

#	NAME	1	1	2	3	4	5	6	7	8	9
1											
2											
3											
4											
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6											
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11											
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16											
17											
18											
19											
20											
21											

POST TEST GRID

UNIT: SELF AWARENESS

#	NAME	1	1	2	3	4	5	6	7	8	9
1											
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Unit Title: LETTERING

I. Unit Overview: This unit is based on the Middle School philosophy of exploration and experimentation and is designed to reinforce and expand upon some of the information learned in Unit 1.

II. Unit Content Outline:

A. Skill Development
   1. manipulative skills
   2. hand-eye coordination
   3. creativity
   4. perception
B. Elements of design
   1. line
   2. shape
   3. texture
C. Career Awareness
   1. applied arts

III. Unit Objectives:

1. Student will be able to recognize and cite why lettering is an important art form.
2. Student will investigate and experiment with many different types of lettering.
3. Student will be able to successfully do at least one letter style.

IV. Unit Description:

Unit Objective #1: Student will be able to recognize and site why lettering is an important art form.

A. Criterion-Referenced Objective:
   1. When asked student will be able to discuss orally why lettering is an important art form.

B. Learning Activities:
   1. Collage - Each student will make a collage of different letter styles.

C. Materials:
   1. scissors, glue, paper and old magazines

Unit Objective #2: Student will investigate and experiment with many different types of lettering.

A. Criterion-Referenced Objectives:
   1. Given examples of each, the student will be able to recognize and cite the difference between connected and disconnected letters.
   2. Given proper materials student will be able to describe through pictures the difference between the four letter styles studied.

B. Learning Activities:
   1. Style Samples - Each student will do at least one sample for each of the following letter styles:
      a. rounded
      b. square
      c. flaire
      d. distorted
   2. Category Samples - Each student will make one example of each of the following categories:
      a. connected letters
      b. disconnected letters
   3. Optional - Each student will be given the opportunity to try Roman lettering with a C-O, C-1 or C-2 penpoint and india ink.

C. Materials:
   1. Paper, pencils, erasers and crayons
   2. Black india ink, pen holders and penpoints.

Unit Objective #3: Student will be able to successfully do at least one letter style.

A. Criterion-Referenced Objective:
   1. Given proper materials student will successfully be able to do the alphabet in at least one style of lettering.
   2. Given paper and pencil student will be able to describe through pictures the difference between writing, printing and lettering in common everyday terminology.

B. Learning Activities:
   1. Alphabet - Each student will create an alphabet based on one of the four styles he is familiar with.
   2. Name - Each student will write, print and letter his name using correct spelling.

C. Materials:
   1. Paper, pencils, erasers and crayons

Pre and Post Test (Given Orally)

1. Write your name.
2. Print your name.
3. Letter your name with disconnected letters.
4. Letter your name with connected letters.
5. Write the word "Noodle" in rounded letters.
6. Write the word "Square" in square letters.
7. Write the word "Flair" in flair letters.
8. Write the word "Shape" so it fits within a circle.

RID

UNIT: LETTERING

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UNIT: LETTERING

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Unit Title: PRINTING

I. Unit Overview: This unit is based on the middle school philosophy of exploration and experimentation and like in the unit, Lettering, it is designed to give the student an appreciation for the many different phases of art with emphasis on printing as a valid form of art.

II. Unit Content Outline:

- A. Skill Development
  - 1. Manipulative skills
  - 2. Hand-Eye Coordination
  - 3. Creativity
  - 4. Perception
- B. Elements of Design
  - 1. Line
  - 2. Shape
  - 3. Texture
  - 4. Color
- C. Career Awareness
  - 1. Applies Arts

III. Unit Objectives:

1. Student will experiment with and gain an awareness of some of the many different types of printing.
2. Student will be able to distinguish between lettering and printing when speaking in an artistic sense.

IV. Unit Description:

Unit Objective #1: Student will experiment with and gain an awareness of some of the many different types of printing.

- A. Criterion-Referenced Objective:
  - 1. Given examples of each student will be able to catagorize the following types of prints:
    - a. Gadget Print
    - b. Stencil Print
    - c. Innertube Print
    - d. Mono Print
    - e. Linoleum Print
    - f. Silk-screen Print
  - 2. Given proper materials student will be able to do at least four of the above printing techniques successfully.
- B. Learning Activities:
  - 1. Gadget Printing - Each student will experiment with gadget printing, choose his best one and mount it for display.
  - 2. Stenciling - Each student will make a greeting card using the stencil technique. His stencil design will include his name in distorted letters.

3. Innertube Printing - Each student will do a series of innertube prints on different colored papers and mount in a sequence for display.
4. Linoleum Printing - Each student will do a linoleum or wood block print.
5. Mono Printing- Each student will experiment with mono printing, choose his best ones and mount them for display.
6. Silk-screening - Each student will make a set of silk-screened cards for one or several special occasions.

C. Materials:
1. All kinds of found objects suitable for printing, paint containers, paper and paint.
2. Pencils, erasers and scissors. Stencil or tooth brush.
3. Tire innertubes, glue, cardboard or wood.
4. Linoleum or wood blocks and gauges.
5. Inking plates and brayers.
6. Paper plates, gauze, tape and newsprint.

Unit Objective #2: Student will be able to distinguish between lettering and printing when speaking in an artistic sense.

A. Criterion-Referenced Objective:
1. Given proper materials student will be able to describe through words and pictures and difference between lettering and printing in common everyday terminology and between lettering and printing when speaking in strictly and artistic sense.

B. Learning Activities:
1. Refer to the unit, Lettering, the 2nd previous activities.

Pre and Post Test (Given Orally)

Examples of various printing techniques will be on display around the room.

1. Is there another meaning of the word "printing" besides printing your name? If so, what is it?
2. Is there a difference between printing and lettering? Is there any other difference when speaking about art?
3. What is a gadget print? Is there one on the board?
4. What is a stencil? Is there a stencil design on the board?
5. What is a mono print?
6. Can anyone tell me what an innertube print is?
7. Does anyone know what a linoleum or wood block print is?
8. What is silk-screening?

PRE-TEST GRID

UNIT: PRINTING

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POST TEST GRID

UNIT: PRINTING

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Unit Title: COLOR

I. Unit Overview: This unit has been developed to help the student grasp the significance of color in our everyday lives. It is also designed to help him gain an awareness and understanding of certain basic facts about color.

II. Unit Content Outline:

A. Skill Development
   1. Manipulative Skills
   2. Hand-Eye Coordination
   3. Creativity
   4. Perception

B. Elements of Design
   1. Line
   2. Shape
   3. Texture
   4. Value
   5. Color

C. Career Awareness
   1. Fine Arts - painting
   2. Applied Arts

III. Unit Objectives:

1. Student will be able to discuss the importance of color in our everyday lives.
2. Student will be able to use and mix paint in an appropriate manner.
3. Student will be able to discuss the various color harmonies and the moods connected with each.

IV. Unit Description:

Unit Objective #1: Student will be able to discuss the importance of color in our everyday lives.

A. Criterion-Reference Objectives:
   1. Given appropriate materials student will be able to describe through words and pictures some of the changes which would inevitably arise if our world were to suddenly lack color.

B. Learning Activities:
   1. Discussion - The class as a whole will discuss the importance of color in our everyday lives from the colors of their environment and in nature.
   2. Drawing - Each student will do a drawing of a problem situation which would arise if our world were to suddenly lack color.

C. Materials:
   1. Examples: Black & white photographs or prints of the same object or scene. (prepared by teacher)
   2. Pencils and paper.

Unit Objective #2: Student will be able to use and mix paint in an appropriate manner.

A. Criterion-Referenced Objective:
   1. Given proper materials student will be able to mix and use paint in an appropriate manner.

B. Learning Activities:
   1. Color Mixing - Each student will experiment with mixing the primary colors until they discover the secondary colors.
   2. Color Wheel - Each student will make his own color wheel. Given the correct placement of the primary colors and the theory behind the color wheel he will figure out for himself the correct placement of the secondary colors on his wheel.

C. Materials:
   1. Paper, paint, water, brushes, paint pans, paper towels, and newspaper.
   2. Pencils and erasers.

Unit Objective #3: Student will be able to discuss the various color harmonies and the moods connected with each.

A. Criterion-Referenced Objective:
   1. While looking at color wheel student will be able to name the primary and secondary colors.
   2. While looking at color wheel student will be able to describe through words and pictures why primary colors are different from secondary colors and vice-versa.
   3. Given appropriate examples student will be able to recognize and cite the difference between value and color.

B. Learning Activities:
   1. Warm and Cool Colors--Students will form two groups:
      a. Those whose favorite colors are warm; and
      b. Those whose favorite colors are cool.

      Each student will do two paintings. Those whose favorite colors are warm will pick a warm subject and paint it once in warm colors then in cool. Those whose favorite colors are cool will pick a cool subject and paint it once in warm colors then in cool. The results will be compared in a class discussion.
   2. Complimentary Colors--Each student will do a painting using opposite colors.
   3. Value Scale--Each student will make a collage or crayon value scale for his favorite color.
   4. Monochrome--Each student will do a painting using only one color. They will then compare the warm mononchromes with the cool monochromes...and the complimentary monochromes.

C. Materials:
   1. Paper, paint, water, brushes, paint pans, paper towels and newspaper.
   2. Pencils, erasers and crayons or colored pencils.

Pre and Post Test (given orally)

1. What would happen if there were no such thing as color? (Clothes, traffic signs, nature, pictures, etc.).
2. What are the primary colors?
3. Why are they called primary?
4. What are the secondary colors?
5. Why are they called secondary?
6. Name three warm colors.
7. Name three cool colors.
8. What is the opposite of red?
9. What is the difference between this painting (monochrome) and this painting (Complimentary colors)?

PRE-TEST GRID

UNIT: COLOR

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POST TEST GRID

UNIT: COLOR

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Unit Title: FABRIC DESIGN

I. Unit Overview: This unit is designed to give the student an awareness of the importance of the elements of design on all of the various occupations in the field of art with emphasis on Fabric Design.

II. Unit Content Outline:

A. Skill Development
   1. Manipulative Skills
   2. Hand-Eye Coordination
   3. Creativity
   4. Perception
B. Elements of Design
   1. Line
   2. Shape
   3 Texture
   4. Value
   5. Color
C. Career Awareness
   1. Fine Arts
   2. Applied Arts

III. Unit Objectives:

1. Student will be able to discuss fabric design as a valid occupation in the field of art.
2. Student will be able to discuss the importance of the design elements in reference to any type of art or art occupation.

IV. Unit Description:

Unit Objectives #1: Student will be able to discuss fabric design as a valid occupation in the field of art.

A. Criterion-Referenced Objective:
   1. When asked student will be able to recognize and cite at least one reason for the existance of fabric design.

B. Learning Activities:
   1. Discussion--The class as a whole will discuss the relationship of line and shape to pattern. They will also discuss the relationship of pattern to visual texture and how these things play an important role in the world of Fabric Design.

C. Materials:
   1. Examples: Different patterns and textures (teacher prepared).

Unit Objective #2: Student will be able to discuss the importance of the design elements in reference to any type of art or art occupation.

A. Criterion-Referenced Objective:
   1. Given proper materials student will be able to create several patterns using only two elements of design: line and shape.
   2. Given proper materials student will be able to describe through words and pcitures the difference between line, shape and texture.
   3. Given proper materials student will be able to describe through words and pictures the relationship between texture and pattern.

B. Learning Activities:
   1. Shape Patterns--Each student will make five patterns using shape only.
   2. Line Patterns--Each student will make five patterns using line only.
   3. Patterns--Each student will create ten patterns using line and/or shape to create the illusion of visual texture.

C. Materials:
   1. Construction paper, scissors, paste, cardboard and pencils.
   2. Crayons and/or magic markers.

Unit Objective #3: Student will be able to discuss some of the various techniques used in design fabric.

A. Criterion-Referenced Objective:
   1. Given proper materials student will be able to create at least one fabric design.
   2. Given proper materials student will be able to describe through words and pictures some of the various techniques used in designing fabric.

B. Learning Activities:
   1. Batik--Each student will do a batik using one of his own pattern designs.
   2. Tie-dying--Each student will tie-dye an old shirt, cloth or whatever is available.
   3. Field Trip--The entire class will go on a field trip to the New London Textile Col. where they will see silk-screening done on fabric.

C. Materials:
   1. Hot plate, wax dyes, brushes, newspaper and material (an old cotton sheet will do)
   2. Rubber bands

Pre and Post Test (Given Orally)

1. What is Line?
2. What is Shape?
3. What is Texture?
4. What is Pattern?
5. What is a Fabric Designer?
6. How does a fabric designer use line and shape?
7. What is batik?
8. What is tie-dying?
9. What other ways can we put designs on material? (silk-screen, air brush, weaving etc.)

PRE-TEST GRID

UNIT: FABRIC DESIGN

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POST TEST GRID

UNIT: **FABRIC DESIGN**

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Unit Title: FASHION DESIGN

I. Unit Overview: This unit is based on the middle school philosophy of exploration and experimentation and is designed to give the student an awareness and understanding of one of the many occupations in the art field, namely; Fashion Design.

II. Unit Content Outline:

- A. Self-Awareness
    - 1. Clothing
    - 2. Color Matching
    - 3. Texture Matching
    - 4. Self-Analysis
    - 5. Self-Observation
- B. Skill Development
    - 1. Manipulative Skills
    - 2. Hand-Eye Coordination
    - 3. Creativity
    - 4. Perception
- C. Elements of Design
    - 1. Line
    - 2. Shape
    - 3. Texture
    - 4. Value
    - 5. Color
- D. Career Awareness
    - 1. Applied Arts

III. Unit Objectives:

1. Student will be able to discuss fashion design as one of the many occupations in the field of art.
2. Student will explore and investigate the different job responsibilities of a fashion designer.
3. Student will explore and investigate some of the difficulties involved with any form of creative industry.

IV. Unit Description:

Unit Objective #1: Student will be able to discuss fashion design as one of the many occupations in the field of art.

- A. Criterion-Referenced Objective:
    - 1. Given a list of ten occupations student will be able to choose fashion design as one that relates to the field of art.
    - 2. When asked student will be able to describe orally what happens to a fashion design once it leaves the hands of an artist.
    - 3. Given proper materials student will be able to describe through words and pictures why fashion design is an important occupation in the field of art.

B. Learning Activities:
  1. Discussion - Class will discuss the book titled, COSTUME THROUGHOUT THE AGES by Mary Evans. The book COSTUMES AND STYLES by Henry Harold Hansen may also be used.
  2. Collage - Each student will pick a specific category (formal, casual, sporty, etc.) and a specific time of year. They may then pair off to make a collage on the various outfits what would fit into that category during that season.

C. Materials:
  1. Opaque projector and the two books mentioned above.
  2. Fashion magazines, scissors, stiff paper and paste.

Unit Objective #2: Student will explore and investigate the different job responsibilities of a fashion designer.

A. Criterion-Referenced Objective:
  1. Given proper materials student will be able to describe through words and pictures some of the various functions of a fashion designer.
  2. Given proper materials student will be able to develop a color scheme that will suit a specific pattern or design.

B. Learning Activities
  1. Original design - Each student will create an original outfit under the leadership and guidance of Mrs. Claire Lavin, a fashion designer and teacher from Harrisburg.
  2. Fabric - Each student will choose from available materials to create an appropriate fabric design for their outfit.
  3. Discussion - After the above activities have been completed the class will hold a discussion on the following:
     a. Making a pattern
     b. Buying the material
        1. Weight
        2. Type
           a. shiny vs. dull
           b. smooth vs. textured
           c. stretch vs. non-stretch
        3. Yardage
        4. Color
        5. Cost
     c. The Finished Product

C. Materials:
  1. Paper, pencils and erasers.
  2. Material scraps, crayons, magic markers or paint.
  3. Examples of various types of material.

Unit Objective #3: Student will explore and investigate some of the difficulties involved with any form of creative industry.

A. Criterion-Referenced Objective:
   1. Given a list of ten problem situations student will be able to pick five that a fashion designer may encounter.

B. Learning Activities:
   1. Role Playing - Each student will choose a partner or two. Together they will act out a fashion designer trying to sell his product to a producer or one of the problem situations a fashion designer may encounter.

Pre and Post Test (Given Orally)

1. For which of the following occupations is artistic talent a necessity?
   a. Salesman
   b. Typist
   c. Professional Golfer
   d. Fashion Designer
   e. Real Estate Agent
   f. School Principle
   g. Plumber
   h. Electrician
   i. Writer
   j. Skin-Diver

2. What does a fashion designer do?

3. What is a clothing pattern?

4. Name two colors you would wear together.

5. What would happen to the fashion design industry if there was no fabric design industry?

6. What would happen to the fabric design industry if there was no fashion design industry.

PRE-TEST GRID

UNIT: FASHION DESIGN

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POST TEST GRID

UNIT: FASHION DESIGN

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Unit Title: CARTOONING

I. Unit Overview: Cartoons of many kinds have become quite widespread in our society. Cartoonists have and are expressing views of contemporary interest by using the cartoon medium. International, National, and Local events find their expression in one form or another on the pages of newspapers and magazines. Animated cartoons provide a great deal of enjoyment for children and adults. Mickey Mouse has become a national figure. Students will be given an opportunity to express their ideas concerning elected subjects by use of cartoons. Group and individual work shall be encouraged.

II. Unit Content Outline:

Cartooning will deal with the following:
A. Historical Development of Cartoons -- Political, comic strip, animated, etc.
B. Instruction and preparation for the creation of student cartoon strip.
C. Student Cartoon strip assignment -- 2 weeks in length.
D. Instruction and preparation for creation of student editorial (political)
E. Instruction and preparation for creation of student mini-advertising campaign -- aproximately 2 weeks in length.

III. Unit Objectives:

1. The student will identify the basic development and purposes in the development of the cartoon; i.e. political, editorial, cartoon strip, animated cartoon, etc. After proper preparation and instruction each student will write a brief essay concerning the development of cartoons.
2. The student will create his/her own cartoon strip based upon preparation as presented by teacher. This part of the course will last approximately two weeks. Each days creation will be evaluated and handed back to student within one days time.
3. Given a series of contemporary events, and with proper preparation, students will create a series of editorial cartoons. These will be submitted to the teacher for evaluation and returned to the student as quickly as possible. This will last approximately 1 - 1 1/2 weeks.
4. With proper preparation and instruction, the student will map out and prepare his/her own advertising campaign involving a product of their choice. Final ideas will be drawn on poster paper, and the finished product presented for evaluation.

IV. Unit Description:

Unit Objective #1: To familiarize student with cartoons.

A. Criterion-Referenced Objectives:
   1. The student will write an essay dealing with the historical development of the cartoon.
   2. The student will correctly set up and create his/her own cartoon strip as advised by teacher. Form paper will be passed out. Emphasis on neatness and originality. Each student will be responsible to hand-in each segment on time for a period of two weeks. Drawings and main characters, plus cartoon title must be approved before student submits final segments.
   3. Using the daily newspaper as a guide, the teacher will provide the student with various topics for consideration. The student will choose a topic to create his/her own editorial cartoon. Neatness emphasized. These will be submitted on time to be evaluated.
   4. Using filmstrips, newspapers, and magazines as a guide, the student will choose a product and plan a mini-advertising campaign dealing with that product. They will create a slogan, product Logo, and a drawing representing product. These will all be placed neatly on poster paper.

B. Learning Activities:
   1. There will be a degree of teacher presentations in order to familiarize students with each area as it is approached. These will take the form of lecture and class discussion. Essay or short paragraph written to determine level of understanding.
   2. Teacher and student demonstrations will be made in order to serve as examples for students to draw upon for ideas in creating cartoon strips, editorial cartoons, and mini-advertising campaign.
   3. Student will have an experience in creating their own work with idea of relating this classroom experience to actual experiences of cartoonists. Getting material in on time, being neat, making an effort at humor, etc., will be the main thrust of the course.

C. Materials:
   1. Magazines or newspapers used as models or examples.
   2. filmstrips used as a guideline.
   3. pencils (colored and lead)
   4. paper
   5. kits from reading room designed for cartooning.
   6. hand-out sheets used as examples for student use.
   7. transparencies

D. Evaluation:

The following points shall be considered in evaluating students:

1. Following directions.
2. Being punctual with assignments.
3. Neatness
4. Originality -- creating cartoon strips, etc., with very little or no trace of influence from cartoons already in publication.
5. Evaluation of essay concerning development of cartoon. The essay will be assigned a certain amount of points, and students response shall be judged accordingly.
6. Drawing ability as relates to individuality. It's recognized student ability will vary, therefore grading will vary.
7. Cooperation of students (energy expanded) in organizing and completing their assignments.

PRACTICAL ARTS

Unit Title: INTERIOR DESIGN

I. Unit Overview: Students will design, decorate, and construct their own houses to scale.

II. Unit Content Outline:

A. Draw Floor Plan of a House
   1. One story
   2. Two story
   3. Two story with basement
B. Decorate two houses
C. Use house from part I and draw yard
D. Bring in Real Estate Ad, Draw House as Student
E. Write a Real Estate Ad from Part I.
F. Construct an actual House

III. Unit Objective:

1. Each student will be able to design a house to scale using graph paper.
2. Each student will pick out furniture from catalog to decorate house.
3. Each student will draw in furniture to scale on the graph paper.
4. Each student will be able to design a yard with a swimming pool, basketball court, tennis court, or some other recreation court.

IV. Unit Description:

Unit Objective #1: Each student will be able to design a house to scale using graph paper.

A. Criterion-Referenced Objective:
   1. Given graph paper, each student will be able to design a one story house with two bedrooms to scale.
   2. Given graph paper, each student will be able to design a two story house with three bedrooms to scale.

Unit Objective #2: Each student will pick out furniture from catalog to decorate house.

A. Criterion-Referenced Objective:
   1. Using a student designed house, each student will decorate his house according to one specific style.
   2. Each student will be able to decorate his house within a budget specified by instructor.
   3. Each student will be able to use the index of a catalog.

Unit Objective #3: Each student will draw in furniture to scale on a student house.

A. Criterion-Referenced Objective:
   1. Each student will be able to change inches to feet.
   2. Each student will be able to place the furniture in a house in an acceptable manner.

Unit Objective #4: Each student will be able to design a yard with some kind of recreational court. (swimming pool, basketball court, etc.)

A. Criterion-Referenced Objective:
   1. Each student will be able to draw the landscape.
   2. Each student will be able to draw in recreational areas to scale.

Unit Objective #5: Each student will be able to read a real estate ad and draw the house.

A. Criterion-Referenced Objective:
   1. Each student will be able to pick out three important facts found in a real estate ad. (price, location, number of rooms, fireplace, basement)
   2. Each student will be able to write a real estate ad based on the house drawn by the student.

B. Learning Activities:
   1. Lecture
   2. Students drawing houses

C. Materials:
   1. Newspapers (Real Estates)
   2. Newspaper supplements
   3. Graph paper
   4. Rulers

D. Evaluation: Evaluation of student drawings.

Unit Title: THE AUTOMOBILE MECHANIC

I. Unit Overview: This is a course designed specifically for the student who has or wants to express some interest in automobiles. We will cover items such as definitions, duties of the service station attendant, characteristics of gasoline, operation of the engine and physical and functional characteristics of parts of engine. Possible model building, field trips, and reports will be included on the agenda.

II. Unit Content Outline: None

III. Unit Objectives:

1. Each student will be able to define the automobile engine.
2. Each student will be able to describe basic characteristics of gasoline which gives us a basis for using gasoline instead of other fuels as our most common fuel for autos.
3. Each student will be able to list some of the basic jobs of the service station attendant.
4. Each student will be able to describe the burning characteristics of gasoline.
5. Each student will be able to describe our "simple engine" using the terms: container, lid, connecting rod, crank shaft, main bearing, wheel.
6. Each student will be able to describe the physical properties of a piston and its functions in the engine.

IV. Unit Description:

Unit Objective #1: Each student will be able to define the automobile engine.

A. Criterion-Referenced Objectives:
   1. Each student will be able to write a rough definition of the automobile engine.
   2. Given the title Internal Combustion Gasoline Engine, each student would be able to define each of the terms of this title as related to the automobile engine.
   3. Each student will be able to define the automobile engine by drawing a sketch of the three basic functional parts.

B. Learning ACtivities:
   1. Students will practice sketching the basic engine as they know it. They will compare theirs to mine and see if improvements can be made. They will be expected to label any and all parts that they can. A discussion will follow.

C. Materials:
   1. paper
   2. pencil

Unit Objective #2: The student will be able to describe basic characteristics of gasoline which gives us a basis for using gasoline instead of other fuels as our common fuel for autos.

A. Criterion-Referenced Objectives:
   1. The student will be able to list 5 basic reasons why gasoline is an acceptable fuel.
   2. The student should be able to make a comparison between gasoline and two other fuels (kerosene and dynamite). The student should be able to state at least one reason why we do not use kerosene and dynamite as our fuel for our autos.

B. Learning Activities:
   1. Light both gasoline and kerosene and see if you can notice some different burning characteristics.
   2. Get a list of stations and prices per gallon.

C. Materials:
   1. gasoline
   2. kerosene
   3. matches
   4. small metal containers

Unit Objective #3: Each student will be able to list some of the basic jobs of the service station attendant.

A. Criterion-Referenced Objectives:
   1. Each student will be able to list 3 do's and 3 don'ts of a service station attendant while servicing a car.
   2. Each student will be able to construct a flow chart outlining the steps a service station attendant should follow while servicing a car.

B. Learning Activities:
   1. Each student will visit a service station and write a paragraph or so of everything (every action) of the attendant as he or she services your car.
   2. Study flow chart format in "Exploring Modern Mathematics."

C. Materials:
   1. Paper, pencil, "Exploring Modern Mathematics"

Unit Objective #4: Each student will be able to describe the burning characteristics of gasoline.

A. Criterion-Referenced Objectives:
   1. Each student should be able to state whether gasoline is more readily ignitable as a gas or a liquid. Why?
   2. Given a diagram of a particle of gas, each student should be able to find the surface area if it is broken into four smaller parts.
   3. Each student must be able to state that air is a necessary ingredient in order to have burning take place.

B. Learning Activities:
   1. Practice with finding surface when using "Exploring Modern Mathematics."
   2. Use a sheet of paper to show the increased surface area if cut into smaller pieces. Make a cube and subdivide into smaller cubes.

C. Materials:
   1. paper
   2. pencil
   3. ditto sheet with instructions for box making
   4. "Exploring Modern Mathematics"

Unit Objective #5: Each student will be able to describe our "simple engine" using the terms: container, lid, connecting rod, crankshaft, main bearing, wheel.

A. Criterion-Referenced Objectives:
   1. Each student will be able to write a paragraph describing how our "simple engine" operates.
   2. Each student will be able to state the equation which supplies the power to the wheel.

B. Learning Activities:
   1. Draw our basic "simple engine" labeling all parts.
   2. Become familiar with the actual motor parts that we find in our "simple engine."
   3. Construct a simple engine using anything available.

C. Materials:
   1. paper
   2. pencil
   3. piston and connecting rod
   4. cylinder
   5. can (see through)
   6. crankshaft
   7. main bearing
   8. fly wheel
   9. pipe cleaner

Unit Objective #6: Each student will be able to describe the physical properties of a piston and its function in the engine.

A. Criterion-Referenced Objectives:
   1. Each student will be able to make a sketch of a piston and label such parts as: head, skirt, slot in skirt, ring grooves, hole for wrist pin, drain holes, pin boss.
   2. Each student will be able to describe the materials pistons are made of and why these particular materials are used.
   3. Each student will be able to pick out 3 parts of a piston and explain its function or reason for being part of the piston.

B. Learning Activities:
1. Look at various pistons and pick out difference and the possible why's.
2. Draw a piston and label all parts.
3. Find pictures of pistons in magazines, etc.
4. Pass a piston around the room with each student pointing out a part and possible explaining its function.
5. Measure the diameter of piston at various parts.

C. Materials:
1. paper
2. pencil
3. magazines

Unit Objective #6(a): Each student will be able to describe the physical properties of an engine block and its function in the engine.

A. Criterion-Referenced Objectives:
1. Each student will be able to point out these parts of an engine block--cylinders, water jackets, block portion, crankcase portion, camshaft slot.
2. Each student will be able to find the direction (bore) of cylinders.

B. Learning Activities:
1. Measure the bore of cylinders using vernier calipers.
2. Get pictures of engine blocks.

C. Materials:
1. paper
2. pencil
3. magazines
4. venier calipers

D. Evaluation: Students will be evaluated on:
1. His ability to define technical automobile terms.
2. Given a sketch of an auto engine, his ability to name designated parts.
3. His ability to construct a flow chart outlining the basic steps performed by the service station attendant.
4. Given a diagram of a particle of gas, his ability to find the different surface areas.
5. His ability to state 3 reasons why we use gasoline as our most popular fuel.
6. His ability to describe how the "simple engine" works.
7. His ability to describe the physical and functional characteristics of basic engine parts.
8. His ability to use a vernier caliper.

Unit Title: COMMUNICATIONS AND MEDIA

GENERAL CONTENT OUTLINE

A. Unit Overview:
   1. Communications and media cluster broken into two families
      a. Motion Pictures
      b. Radio and Television
   2. Importance in todays society
   3. Historical overview
   4. Projects to be accomplished
   5. Play "What's My Line" game

B. Radio and television broadcasting family
   1. Info--How the family fits into the broad cluster
   2. Advertising using radio and television
   3. Commercial--elements of a good commercial
   4. Critique of commercial on television or radio
   5. Produce a television commercial
      a. Occupations involved in a production of a television commercial
         1. Producer
         2. Director
         3. Writing personnel
         4. Special effects
         5. Camera, lighting, and sound
         6. Film processors, editors, librarians, projectionist
         7. Costume and make-up
         8. Scenery and property or location
      b. Write a script
         1. Topic
         2. Picture story
         3. Review idea
         4. Write details
      c. Camera operation
      d. Sound track
      e. Special effects
      f. Costumes and scenery
      g. Shooting the commercial
      h. Critique the production

C. Motion Picture
   1. Info--How it fits into the broad cluster
   2. Purposes for Motion Pictures
   3. Production of an 8mm movie
      a. Review of occupation to be performed in this production; and how they relate to the video tape production
      b. Creating the script
         1. Identify the purpose or intent
         2. Limit it to a specific topic
         3. Picture story
         4. Review idea
         5. Write script in detail

      - c. Camera operation
      - d. Sound Track
      - e. Special effects
      - f. Costumes and Scenery
      - g. Shooting the commercial
      - h. Critique and edit the film
4. Lesson on broadcasting
5. Student radio broadcast on careers

PRE AND POST TEST

1. Select three or more sub-clusters that would fit in the Communications and Media cluster.
   - A. Journalism
   - B. Textiles and clothing
   - C. Radio and television broadcasting
   - D. Environmental planning
   - E. Processing and marking services
   - F. Travel Agencies
   - G. Recording Industry
   - H. Motion Pictures
   - I. Computer Technology

2. List three things that a commercial should do.
   A. ____________________
   B. ____________________
   C. ____________________

3. The communications and Media Cluster deals only with writing and English.

   True or False

   Explain your answer: ____
   ____
   ____.

4. Circle all the jobs that are part of the Communications and media cluster.
   - A. Scriptwriter
   - B. Producer
   - C. Truck driver
   - D. News reporter
   - E. Costume and make-up
   - F. Telephone installer
   - G. Auto repairman
   - H. Editor
   - I. Cartoonist
   - J. Cameraman
   - K. Lifeguard
   - L. Radio repairman
   - M. Announcer
   - N. Doctor
   - O. Baker
   - P. Sound recorder

5. What is a VTR?
   - A. Vertical Tape Recorder
   - B. Voice Training Recorder
   - C. Video Tape Recorder

6. Pick a job of interest and answer the following about the job:
   A. What is the job? ______________________________
   B. What does it pay a week? ______________________________
   C. What are the work conditions? ______________________________
      1. Hours
      2. Clean or dirty work
      3. Others listed
   D. Catagory fits into
      1. Professional
      2. Technical
      3. Unskilled
   E. Educational requirements

7. Match the following (refer to picture on next page)

_____ 1. Zoom Focus
_____ 2. Winder elevator
_____ 3. Fine Focus
_____ 4. Monitor
_____ 5. Tripod
_____ 6. Rewind, fast, forward
_____ 7. Record, video, audio
_____ 8. Stop, rewind, forward

A. Supports Camera
B. Moves Camera up and down
C. Makes picture clear, close, and far away
D. Operates Tape movement at normal speed
E. Used to tape sound and or sight
F. Used to view the video tape recording
G. Operates Tape movement at high speed
H. Fine adjustment of Focus

8. List two jobs under each of the following sub-clusters.
   A. Journalism
      1. ____________ 2. ____________

   B. Radio and Television broadcasting
      1. ____________ 2. ____________

   C. Motion Picture
      1. ____________ 2. ____________

   D. Telephone and Telegraph
      1. ____________ 2. ____________

   E. Recording Industry
      1. ____________ 2. ____________

Unit One COMMUNICATIONS AND MEDIA

I. Unit Overview: The Communications and Media Cluster will be analyzed in terms of its sub-clusters or families. The emphasis will be placed on the study of the motion picture, and radio and television broadcasting families.

II. Unit Content Outline:

- A. Course Overview
  - 1. Communications and Media Cluster is broken into its six sub-clusters. With emphasis on the Motion Picture, and the radio and television broadcasting sub-clusters. Importance of the cluster in todays society
  - 2. Importance of the cluster in today society
  - 3. Historical overview
  - 4. Course handout
    - a. Objectives of course
    - b. Material outline
    - c. Activities listed
    - d. Equipment to be used
    - e. Tentative schedule and due dates
  - 5. General Unit Activities:
    - a. Play "What's my line" game
    - b. Read and discuss course handout
    - c. Watch films
  - 6. Materials
    - a. "What's my line" game
    - b. Copy of the Communications and Media section in the analysis of fifteen occupational cluster prepared at Grayson County College, Sherman/Denison Texas
    - c. Course handout

III. Unit Objectives

1. The students will examine the sub-clusters and how they fit into the Communications and Media Cluster.

IV. Unit Description:

Unit Objective #1: The students will examine the sub-clusters and how they fit into the Communications and Media Cluster.

- A. Criterion-Reference Objectives:
  - 1. Given a list of non sub-clusters, the student will select three that belong under the communications and media cluster.
  - 2. The student will list two jobs under five of the sub-clusters.
- B. Learning Activities:
  - 1. Teacher will demonstrate how to play the game. (Refer to What's my line game.)
  - 2. Each student will participate in the "What's my Line" game.

C. Materials:
  1. "What's My Line" game
  2. Copy of the Communications and Media section in the Analysis of Fifteen Occupational Clusters prepared at Grayson County College, Sherman/Denison Texas.

"WHAT'S MY LINE" GAME

Objective of the game:

To pick a specific job from the communications and media cluster which will be difficult for the other students to guess. For each question asked, points are given to the person or persons being asked the question. Who ever ends up with the most points wins.

Scoring:

One to three points are assigned to each question depending on which type of question is asked. (Refer to the chart outline)

Procedure for playing:

1. Students are to be broken into teams of four or five students.
2. Each team will receive a breakdown of the communications and media cluster chapter as found in the "Analysis of the Fifteen Occupational Clusters". Each member of the teams will also receive an outline of the cluster.
3. Using the information on the Communications and Media Cluster, each team will select a specific job. The job is written on a piece of paper and handed into the teacher. Each piece of paper should also have the teams identification on it.
4. Each team is provided an opportunity to stump the other teams.
5. By using the outline provided the students can systematicly narrow the job down. Method of elimination:
   a. First, narrow the job to one of the six sub-clusters
      EXAMPLE: Sub-cluster is Radio and television broadcasting.
   b. Second, narrow the job down to a specific occupational area.
      EXAMPLE: Transmission Personnel which is found under the Radio and Television Broadcasting sub-cluster.
   c. Third, find out which specific job it is under this area.
      EXAMPLE: Commercial Engineer.

Sub-Clusters
1 Point

JOURNALISM

Concerns those occupations involved in the writing and edition of newspapers, magazines, and books (p. 3-2)

MOTION PICTURES

Concerns those occupations involved in the creation of motion pictures (p. 3-5)

TELEPHONE AND TELEGRAPH

Concerns those occupations involved in the transmission of messages via wire and radio

RECORDING INDUSTRY

Concerns those occupations involved in the creation and production of recorded sound (p. 3-18)

RADIO AND TELEVISION BROADCASTING

Concerns those occupations involved in the creation, production, and transmission of radio and/or television broadcasts (p. 3-20)

SATELLITTE AND LAZER TRANSMISSION

Concerns those occupations involved in the transmission of aural and/or visual matter via satellite or lazer (p. 3-27)

(page 134 and 135 should be combined to form a single chart)

Related Occupational Areas
2 Points

Specific Jobs
3 Points

Reporters (p. 3-2)	(p. 3-2)
Copy and Proofreaders	(p. 3-3)
Columnists and Critics	(p. 3-3)
Manuscript Analysts	(p. 3-3-4)
Specialized Personnel	(p. 3-4)
Editors	(p. 3-4)
Circulation Personnel	(p. 3-5)
Advertising Personnel	(p. 3-5)

Producers, Directors	(p. 3-5)
Writers	(p. 3-6)
Special Artists	(p. 3-6&7)
Camera, Lights, Sound Personnel	(p. 3-7&8)
Film Handlers	(p. 3-9&10)
Costume, Make-up Personnel	(p. 3-11)
Scenery, Props, Special Effects Personnel	(p. 3-11&12)

Engineers	(p. 3-13)
Translators	(p. 3-14)
Administrators, Specialized	(p. 3-14)
Managers, Supervisors	(p. 3-14&15)
Technicians, managers	(p. 3-15)
Clerical, Sales Personnel	(p. 3-15&16)
Bench Workers	(p. 3-16&17)
Electrical Workers	(p. 3-17)
Production, Distribution Personnel	(p. 3-17&18)

Sales Personnel	(p. 3-18)
Administrators	(p. 3-18)
Production Personnel	(p. 3-18&19)
Engineers	(p. 3-19)

Broadcast Preparation Personnel	(p. 3-20-23)
Broadcast Presentation Personnel	(p. 3-23-25)
Transmission Personnel	(p. 3-25)
Administration, Sales Personnel	(p. 3-26)
Service Personnel	(p. 3-26)
Supportive Personnel	(p. 3-26)

This field is so new that jobs within it have not yet been delineated

Are found listed under the related occupational areas in the communications and media chapter in the Analysis of Fifteen Occupational Clusters prepared at Grayson County College, Sherman/Dennison, Texas

I. Unit Overview: This unit is designed to continue the student exploration of the Communications and Media Cluster through the study of television broadcasting. Television has had a large impact on the youth of today. Most of the students have been brought up with television as a definite part of their environment. Because students are so involved and familiar with his media, it then becomes a natural starting point.

II. Unit Content Outline:

- A. Radio and Television broadcasting family
  - 1. Info--How the Family fits into the broad cluster
  - 2. Advertising using radio and television
  - 3. Commercial--elements of a good commercial
  - 4. Critique of commercial on television or radio
  - 5. Produce a television commercial
    - a. Occupations involved in a production of a television commercial
      - 1. Producer
      - 2. Director
      - 3. Writing personnel
      - 4. Special effects
      - 5. Camera, lighting, sound
      - 6. Film processors, editors, librarians, projectionist
      - 7. Costume and make-up
      - 8. Scenery and property or location
    - b. Write a script
      - 1. Topic
      - 2. Picture Story
      - 3. Review idea
      - 4. Write details
    - c. Camera operation
    - d. Sound Track
    - e. Special effects
    - f. Costumes and scenery
    - g. Shooting the commercial
    - h. Critique the production
  - 6. General Unit Activities
    - a. Field Trips
    - b. Video Tape Production
    - c. Tape recording
    - d. Critique
    - e. Watch films
    - f. Discussions
    - g. Role playing
  - 7. Materials
    - a. Video Tape
      - 1. Camera
      - 2. Recorder
    - b. Tape recorder
    - c. Record player
    - d. Sound effect records
    - e. Special jacks

III. Unit Objectives:

1. A pictorial outline for a commercial will be constructed by each student.
2. Using a group approach each student will participate in video taping a commercial.
3. The student will formulate both negative and positive reactions to the career opportunities offered in the video tape production.
4. By being directly and indirectly involved in a production of a television commercial, the student will observe the dependence and relatedness of duties performed.
5. The students will examine how the radio and television broadcasting sub-cluster is part of communications and media.
6. The student should be able to recognize the elements of a good commercial as defined by the instructor.

IV. Unit Description:

A. Criterion-Referenced Objectives:
   1. By sketching fifteen pictures to tell a story, each student will pictorially outline a script for a commercial.
   2. Each student will critique a commercial on television or radio, in a written or oral report, by answering the following questions:
      a. What was the commercials' message?
      b. How many seconds did the commercial last?
      c. Could the message have been accomplished in less time?
      d. What caught your attention?
      e. What would you do to improve the commercial?
   3. Each student will participate in the video commercial by selecting and performing one or two of the following duties.
      a. Cameraman
      b. Director
      c. Producer
      d. Script writer
      e. Sound Personnel
      f. Film processor, editor, librarian or projectionist
      g. Costumes and make-up
      h. Scenery and property, or location
      i. Special effects personnel
   4. Each student will demonstrate a basic understanding of equipment used in the video tape production by properly using it during the production.
   5. Each student will be able to match a list of equipment with a list of descriptions.

B. Learning Activities:
  1. The students will break into groups of five. This group will function together to produce a video tape commercial.
  2. The groups will decide on a topic.
  3. The group will narrow the topic to a specific idea.
  4. Each student will take the idea and create a message or story by sketching fifteen pictures.
  5. The group reviews the picture stories and selects the best ideas from each.
  6. The teacher will discuss with the students the things that make a good commercial. The intent should also be to investigate how television and radio commercials fit into the broad field of advertising.
  7. The students will watch a commercial on television and critique how the commercial meets the criterion for a good commercial as discussed in class.
  8. Students will be given an opportunity to discuss their critiques in class. Students not wishing to report to the class can write a report.
  9. Students will break into the groups formed to sketch a pictorial script.
  10. Students will be given materials that explain what duties are to be performed in the video tape production.
  11. Students will discuss with the teacher the duties and how they relate to the video tape production.
  12. Students will select one or two of the production duties he would like to perform.
  13. The students will perform the duties he has selected.
  14. Teacher will demonstrate how to use the equipment necessary to perform the duties in the video tape production. All students will be instructed in the basics of all equipment.
  15. The students will shoot the film.
      a. A schedule should be set up to coordinate the rehearsal, and filming times for each group.
      b. During the student filming sessions, the groups not involved directly in the production should do one of the following.
          1. Practice their group video production
          2. Become indirectly involved in another groups filming session.
          3. Begin working on the next activity which is the 8mm movie.
  16. Students will critique their film production.
  17. Field trip to the high school television studio, and, or, Rollins Cable Television studio or WNRK radio station.

C. Materials:
   1. Note paper
   2. Pencils
   3. Example of a picture story
   4. Criterion for a good commercial
   5. Video Tape
      a. Recorder
      b. Camera
   6. Tape recorder
   7. Record player
   8. Sound effect records
   9. Special jacks
   10. Analysis of Duties (found on page 140)

D. Evaluation
   1. Teacher will determine the students effectiveness through the report to the class, or the written report.
   2. Students will be evaluated on how well they perform their duties, as described in "The Analysis of Duties". Teacher will observe the student and evaluate their performance during the course and with respect to their final production.

ANALYSIS OF DUTIES

Script writer:

Student will take the group ideas and put them into a written narration. Smooth transitions between scenes should be considered. The script writer will also work with the individuals responsible for camera operations and sound effects to determine what camera movements and sound needs are necessary for the production.

Camera and V.T.R. operations:

The student is responsible for the operation of the video tape equipment necessary for the production. He should have a good idea of what he can do with the equipment. Any special effects needed for the film is his responsibility to help resolve. He also is to work with script writer in determining camera movements.

Sound equipment:

All sound effects for the production are to be worked out by this student. The background music and special sound effects are only a few considerations. The student is also responsible for determining what equipment and special jacks should be used. It is also his responsibility to work with the script writer in developing the proper sound needs.

Special effects:

This area is jointly the responsibility of the writer, cameraman, and sound person. The sound effects can be created by use of special sound effect records or by any other means that creates the effect. Many special effects can be done with cameras depending on your equipment. Some of these are superimposition, split screen, process screen, lap dissolves, fades wipes, upside down, or whirling, or rippled pictures.

Costumes and Scenery:

The students responsible for this area can have alot to do; depending on how involved they become. The students design and or procure wearing apparel. They also are to determine the production location and construct the necessary props.

I. Unit Overview: The motion picture sub-cluster will be investigated in this unit. The motion picture industry because of the Hollywood glamour, has a great appeal for many students. Capitalising on this glamour, each student will participate in the production of an 8mm movie. Through the 8mm production the students will be exposed to many occupational areas related to this sub-cluster.

II. Unit Content Outline:

A. Motion Pictures
1. Introduction - how it fits into the broad cluster
2. Purposes for motion pictures
3. Production of an 8mm movie
    a. Review of occupation to be performed in this production and how they relate to the video tape production.
    b. Creating the script
        1. Identify the purpose or intent
        2. Limit it to a specific topic
        3. Picture story
        4. Review idea
        5. Write script in detail
    c. Camera operation
    d. Sound Track
    e. Special effects
    f. Costumes and scenery
    g. Shooting the commercial
    h. Critique and editic the film
4. Lesson on broadcasting
5. Student radio broadcast on careers
6. General Unit Activities
    a. Field trips
    b. 8mm movie production
    c. radio broadcast
    d. Watch films
    e. Discussions
    f. Role playing
7. Materials:
    a. 8mm camera
    b. Tape recorder
    c. Record player
    d. Sound effect records
    e. Special jacks

III. Unit Objectives:

1. A pictorial outline for a script will be constructed by each student.
2. Using a group approach each student will participate in an 8mm production.
3. The student will formulate both negative and positive reactions to the career opportunities offered in the movie production.
4. By utilizing the library resources and field trips, students will investigate vocational, avocational and

4. hobbies in the communications and media cluster.
5. By being directly and indirectly involved in a production of a movie, the student will observe the dependence and relatedness of duties performed.
6. The students will examine how the Film Making sub-cluster is part of the Communications and Media.

IV. Unit Description:

A. Criterion-Referenced Objectives:

1. By sketching fifteen pictures to tell the story, each student will pictorially outline a script for an 8mm movie.
2. Each student will participate in the movie production by selecting and performing one or two of the following duties.
   - a. Cameraman
   - b. Director
   - c. Producer
   - d. Writer script
   - e. Sound Personnel
   - f. Film processor, editor, librarian or projectionist
   - g. Costumes and make-up
   - h. Scenery and property, or location
   - i. Special effects personnel
3. Each student will demonstrate a basic understanding of equipment used in the 8mm movie production by properly using it during the production.
4. Each student will be able to match a list of equipment with a list of descriptions.
5. The student will report on a tape what he has discovered about a career of his choice in this cluster area. To be included in the tape will be the following:
   - a. Type of job
   - b. Work conditions--hours--schedules
   - c. Catagory it fits into--professional--technical--unskilled
   - d. Educational requirements
   - e. Special considerations--pay--travel--etc.
6. Each student will tape what he has discovered about avocational of hobbies of interest related to this cluster. The following questions should be answered.
   - a. What sub-cluster does it belong under?
   - b. What duties does the job entail?
   - c. What about your choice makes it interesting?
   - d. Is there anything special needed to participate in your choice?

B. Learning Activities:

1. The students will break into groups of five. This group will function together to produce an 8mm movie.
2. The groups will decide on a topic.
3. The group will narrow the topic to a specific idea.
4. Each student take the idea and create a message or story by sketching fifteen pictures.
5. The group reviews the picture stories and selects the best ideas from each.

6. Students will break into the groups formed to sketch a pictorial scripts.
7. Teacher and students will review the duties to be performed in the production.
8. Students will select one or two of the production duties he would like to perform.
9. The students will perform the duties he has selected.
10. Teacher will demonstrate how to use the equipment necessary to perform the duties in the 8mm production. All students will be instructed in the basics of all equipment.
11. The students will shoot the film.
    a. A schedule should be set up to coordinate the rehearsal, and filming times for each group.
    b. During the student filming sessions, the groups not involved directly in the production should do one of the following.
        1. Practice their group video production
        2. Become indirectly involved in another groups filming session.
12. Students will edit their film.
    a. Every scene out of sequence is cut off the main reel.
    b. Plastic baggies with an identifying slip used to insure the film pieces are not lost or destroyed.
    c. Commercial--bandaid type splices can be used to put things back together.
    d. Students then review the film and edit out those sequences that don't measure up, or are unnecessary.
13. Field trip to the University to see what they are doing with movie productions.
14. Each student will tape record a radio broadcast of their creation.
    a. The content of the broadcast will be the vocational, avocational and hobby interest of the student found under the communications and media cluster.
    b. The format for the broadcast will be left up to the student's creativity.
       SAMPLE BROADCAST: 1. An interview
       2. Documentary
       3. Comedy
15. Field trip to WNRK radio station.
16. View movies

C. Materials:
1. Video Tape
    a. Camera
    b. Recorder
2. Tape recorder
3. Record player
4. Sound effect records
5. Special jacks
6. 8mm camera equipment
7. Tape recorder

8. Sound effect records
9. Special jacks
10. Analysis of duties (Found on page 140)

D. Evaluation: Students will be evaluated on how well they perform their duties, as described in "The Analysis of Duties" on page 140. Teacher will observe the student and evaluate their performance during the course and with respect to their final production.

Cycle One

Unit Title: PUPPETRY FOR FUN

I. Unit Overview: The course is designed to coordinate team teaching during cycle one with the English instructor. The program will be aimed at learning and interesting hobbies and/or occupation in puppetry. During the research and development phase, the student will problem solve various situations proposed for career education. Each student will construct a puppet theatre, a puppet and present a three minute career occupational role playing skit.

II. Unit Content Outline:

- A. Sub Unit One -- Start at the beginning - orientation for work
    - 1. Safety in Construction
    - 2. Tools Used in Construction
    - 3. Materials Used for Production
    - 4. Occupations in Construction and Carpentry
    - 5. Assembly Techniques for Construction
- B. Sub Unit Two -- Theatre construction for Puppetry
    - 1. A Miniature stage from a cardboard box
    - 2. A more elaborate miniature stage from cardboard (Text: Building with Cardboard, John Lindstone, 745 Pg. 34-37)
    - 3. A Glove Puppet theatre (Text: Simple Puppetry, Sheila Jackson, 791.5 Pg. 95-100)
    - 4. Stages for puppetry production
        - a. a personal stage
        - b. drawing stage
        - c. window stage
        - d. chair stage
        - e. refrigerator or furniture carton stage
        - f. table theatre
        - g. blanket theatre
        - h. card theatre
          (Texts: Practical Encyclopedia of Crafts; Maria DiValentin, pg. 507-519.
          Puppet Making Through the Grades, Grizella Hopper, 791.5; pg. 56-59.
          Puppets and Pantomine Plays, Vernon Howard, 791.5; pg. 13-16.
          Puppets for Play Production, Nancy Renfro, 791.53; pg. 86-97.
        - i. A theatre for puppets worked from below Text: Puppet Circus, Peter Fraser; 791.5; pg. 128-133.
        - j. A theatre for puppets worked from above
        - k. Scenery and Props for a stage production
        - l. Sound effects used in stage productions
          --effect wanted
          --method achieved
        - m. Special effects used in stage productions
          Text: Puppets for Play Production; Nancy Renfro; 791.53; pg. 91-96.

Puppet books used for additional research
--The Art of the Puppet; Bill Baird; 791.5B
--The Duigins Marionettes; Doroth Able; 791.5
--Punch and Judy; George Speaight; 791.5S
--Shadow Puppets in Color; Louise Cochrane; 791.5
--The Wonderful World of Puppets; Gunter Bohmer; 791.5B

III. Unit Objective:

The student will study theatre and set construction for puppetry. He or she will design and construct a small scale theatre. The theatre will be used to present a puppet show depicting the career occupation the student has researched in industrial arts and/or English class.

IV. Unit Description:

A. Criterion-Referenced Objectives:

1. The student will study the safety procedures used in the industrial arts lab and be able to pass a safety quiz with eighty percent success.
2. The student will study and work with the tool in the industrial arts lab. Upon completion of the unit the student will be able to identify twenty-five tools used in the construction of a puppet theatre and set.
3. Each student will be required to construct a small scale theatre and set which will be used in a puppet skit. The theatre and set will be based on a career occupation choice researched by the student in industrial arts and/or English class. Successful completion of the theatre will be evaluated by the instructor.
4. After completing the construction of the theatre and set, the student will be able to identify ten different materials which may be used in their construction.
5. A full scale theatre for puppets worked from above. Successful completion of the theatre will be the final product judged by the instructor.
6. A full scale theatre for puppets worked from below. Successful completion of the theatre will be the final product evaluated by the instructor.
7. A full scale newspaper office which will be used by team three during cycle four. Successful completion of the office will be evaluated by the instructor.
8. After study and research about theatres, the student will be able to identify seven stages used for puppetry production.
9. After completion of the unit, the student will be able to differentiate in writing between sound effects vs. special effects and give examples of each.

B. Learning Activities:
  1. Construct a puppet theatre
  2. Construct scenery and props for the set
  3. Develop sound effects for a puppet skit
  4. Develop special effects which will be used in a puppet skit

C. Materials:
  1. Text books are listed with the unit outline
  2. Films
  3. Kits
     S.R.A. Occupational Exploration Kit; Thiemann, Norma L.: Handbook of Job Facts; Science Research Associates, 1968.
  4. Sound Filmstrips (cassettes)
     The A.B.C.'s of Getting and Keeping a Job; Eyegate, 1970; 8 color filmstrips, 4 cassettes, Gr. 7-12.
     a. Applying for the Job You Want
     b. Budgeting Your Money
     c. Health Rules to Follow
     d. Labor Unions
     e. On the Job
     f. Preparing for the Job You Want
     h. Quizstrip
  5. Cassettes
     American Occupational Series; Jonesboro, Ark; Educational Sensory Programming, 99 tapes (two lessons on each tape, each lesson 15 minutes) n.d. #26 "Astronomers" "Actor-Actress"
  6. Reference Books
     a. Encyclopedia of Careers and Vocational Guidance; Vol. I; Planning Your Career; William E. Hopke; Doubleday-Ferguson
     b. Encyclopedia of Careers and Vocational Guidance; Vol. II; Careers and Occupations; William E. Hopke; Doubleday-Ferguson
     c. Careers for the '70's Dance; Walter Terry; Crowell-Collier Press, New York
  7. Consumable materials
     a. Cardboard
     b. Tri-Wall
     c. Lumber - (2 x 3's) (1 x 4's) (1 x 3's)
     d. Glue (contact cement)

D. Evaluation:
  1. List seven different types of stages useful in presenting a puppet show.
  2. Identify fifteen different tools used in the construction of a theatre for puppetry.
  3. Describe in writing the difference between a puppet stage for puppets worked from below and a puppet stage for puppets worked from above.
  4. List ten sound effects and describe the method used to achieve the effect.

5. Describe in written form the difference between a sound effect and a special effect.
6. List ten special effects and describe the method used to achieve the effect.
7. Record ten activities which you expect to do (or have done) in the construction and assembly of a theatre set.

Cycle One

Unit Title: SIMPLE PUPPETS AND PUPPETRY

I. Unit Overview: The course is designed to coordinate team teaching during cycle one with the English instructor. The program will be aimed at learning and interesting hobbies and/or occupation in puppetry. During the research and development phase, the student will problem solve various situations proposed for career education. Each student will contruct a puppet theatre, a puppet and present a three minute career occupational role playing skit.

II. Unit Content Outline:

A. Sub Unit One--Introduction
1. Tools--Text: Simple Puppetry, Sheila Jackson; 791.5; pg. 7-9.
2. Materials--Text: Puppets for Play Production, Nancy Renfro; 791.53, pg. 2. -- Puppet Circus, Peter Faser; 791.5; pg 7-9
3. Making Features for Puppets -- Text: Puppets for Play Production; Nancy Renfro; 791,53; pg. 6. -- Puppet Making through the Grades; Grizella Hopper; 791.5; pgs. 41-47 -- Simple Puppetry; Sheila Jackson; 791.5; pgs. 24-28.
4. Making Bodies for Puppets; Text: Puppets for Play Production; Nancy Renfro; 791.53; pg. 8.
5. Dressing Puppets -- Text: Simple Puppetry; Sheila Jackson; 791.5; pg. 90.
6. Painting and Clothing Puppets -- Text: Simple Puppetry, Sheila Jackson; 791.5; pg. 90 -- Puppet Circus; Peter Fraser; 791.5; pgs. 143-145; -- Making Puppets Through the Grades; Grizella Hopper; 791.5; pg. 48.

B. Unit Sub Topics
1. Glove or Hand Puppets
    a. Paper bag puppets pg. 10
    b. Paper envelope puppets pg. 28
    c. Paper plate puppets pg. 57
    d. Box puppets pg. 57
    e. Plastic container puppets; pg. 74
    Text: Puppets for Play Production; Nancy Renfro, 791.53
    f. Finger puppets pg. 25
    g. Sock puppets pg. 34
    h. Cloth puppets; pg. 39
    Text: Puppet Making Through the Grades; Grizella Hopper; 791.5
2. Rod Puppets
    a. Paper cup puppets pg. 44
    b. Tube puppets pg. 49
    c. Paper cylinder puppets pg. 53
    d. Thing puppets pg. 76
    e. Nature puppets pg. 79
    Text: Puppets for Play Production, Nancy Renfro; 791.53

f. Shadow puppets
Text: Shadow Puppets in Color, Louise Cochrane; 791.5
g. Spoon puppets pg. 24
h. Tongue Depressor puppets pg. 26
i. Styrofoam puppets pg. 31
Text: Puppet Making Through the Grades; Grizella Hopper; 791.5

3. Marionetts: Puppets with Strings
a. Stuffed puppets pgs. 46-51
Text: Simple Puppetry, Sheila Jackson; 791.5
b. Simple working toys pgs. 11-34
Text: Puppet Circus; Peter Fraser; 791.5
c. Plastic tubing pgs. 52-56
Text: Simple Puppetry; Sheila Jackson; 791.5
d. Wooden rods, towels or fiberglass tubes pg. 46
Text: Simple Puppetry, Sheila Jackson; 791.5

C. Sub Unit Three: Puppetry: Controls and Operations

1. Hand movements
Text: Simple Puppetry, Sheila Jackson; 791.5; pgs. 13-23
Puppets Making Through the Grades; Grizella Hopper; 791.5 pg. 49

2. Rod Control Movements
Text: Simple Puppetry; Sheila Jackson; 791.5 pgs. 29-45; pgs. 75-79

3. Marionettes: String Control
a. Vertical Controls
Text: Puppet Circus, Peter Fraser; 791.5 pg. 66
Simple Puppetry; Sheila Jackson; 791.5 pg. 47, 58, 56, and 70
b. Horizontal Control
Text: Puppet Circus; Peter Fraser; 791.5 pg. 67

III. Unit Objective: The student will study puppetry as it relates to their career role playing situation. He/she will perform specific manipulative functions in industrial arts as they apply to the construction of a puppet. The role playing puppet will then be used by the student to present a puppet show to the industrial arts class and/or English class.

IV. Unit Description:

A. Criterion-Referenced Objectives:

1. After the completion of the unit, the student will be able to identify ten different types of puppets used for puppet productions.
2. After researching puppets, the student will identify in writing the three basic classes of puppets.
3. After study and research on the different types of puppets used for puppetry, the student will construct their own related to occupational choice. The instructor will evaluate the students success by the final product.

4. After the students complete the construction of a theatre, set and puppet, show time will begin. Each student will present a three minute skit to the industrial arts class about occupational choice. The student will demonstrate manipulative proficiency with his or her puppet during the skit. The instructor will evaluate the degree of success.

B. Learning Activities:
1. The student will construct a puppet.
2. The student will present a three minute puppet skit depicting a career occupation of his or her choice.

C. Materials:
1. Textbooks are listed with the unit outline.
2. Films
3. Kits
   S.R.A. Occupational Exploration Kit, Thiemann, Norma L. Handbook of Job Facts; Science Research Associates, 1968
4. Sound film (cassette)
   The A.B.C.'s of Getting and Keeping a Job, Eyegate, 1970, 8 color filmstrips, 4 cassettes, Gr 7-12
   a. The A.B.C.'s of Getting and Keeping a Job
   b. Applying for the Job you Want
   c. Budgeting your Money
   d. Health Rules to Follow
   e. Labor Unions
   f. On the Job
   g. Preparing for the Job you Want
   h. Quiz Strips
5. Cassettes
   American Occupational Series, Jonesboro, Arkansas; Educational Sensory Programming, 99 tapes (two lessons on each tape, each lesson 15 minutes) n.d. #26 "Astronomers" "Actor and Actress"
6. Reference Books
   a. Encyclopedia of Careers and Vocational Guidance, Volume I, Planning Your Career, William E. Hopke, Doubleday-Ferguson
   b. Encyclopedia of Careers and Vocational Guidance, Volume II, Careers and Occupations, William E. Hopke, Doubleday-Ferguson
   c. Careers for the '70's Journalism - Arthur Myers, Crowell-Collier Press, New York
   d. Careers for the 70's Dance - Walter Terry, Crowell-Collier Press, New York

D. Evaluation:

Pre and Post Tests:

1. Describe in writing the difference between a glove puppet and a stick puppet.
2. Explain in writing what a Marionette is and how it operates.

3. List ten materials from which puppets may be made.
4. List ten different types of puppets.
5. State five safety rules used when working with hand or power tools.
6. List fifteen tools used in the construction of a puppet or Marionette.
7. List teen occupations which are related to the theatre and/or stage production.
8. Describe your occupational choice which your puppet will depict. Explain what training is required of an individual interested in persuing your career choice. What advancements and income advantages are there in your chosen career.

NOTE: Post test will represent the students final evaluation for the unit of study.

Cycle Two

Unit Title: CONSTRUCTION OF A MATHEMATICAL, SCIENTIFIC OR HISTORICAL DEVICE

I. Unit Overview: The course for cycle two is designed to coordinate team teaching with the areas of science, math and social studies. Research and development will be done by the student in one of the interest areas. The student will develop a working model or scale model of the device. The student will present an oral report to the class of his/her findings and submit a written explanation of its function and use.

II. Unit Content Outline:

A. Sub Unit One
1. Safety orientation and awareness
2. Tolls available for use in the lab
3. Materials and sources for materials used for construction
4. Occupational background information in the fields of metalworking and woodworking
5. Assembly methods and techniques used in the construction of a mathematical, scientific or historical device

B. Sub Unit Two (Part A)
1. Construction of a mathematical device

a. Computational devices and games

--Abacus (Japanese) Soraban (Chinese)
--Napier's Bones
--Adding Machines
--Computations
--Konegsburg Bridge
--Model Ruler
--Model Balance Scale
--Odometer
--Slide rule (addition & subtraction) (division & multiplication)
--Gas Meter Reading Chart
--Pascal's Triangle
--Hundred board
--Bulletin board display
--Electric circuit board

b. Geometric Construction

--Geodesic dome
--Trangalation (stallation)
--Titrachedron
--Hexahedron
--Octohedron
--Dodecahedron
--Isosahedron

Tests: Model Making in School, Brusla Jackson

C. Sub Unit Two (Part B)
  1. Construction of scientific devices
    a. Scientific collection
      --Wormery
      --Snake cage
      --Ant house
      --Insect house
      --Box type reptile cage
      --Wood frame animal cage
      --Aquarium
      --Terrarium
    b. Displays and Charts
      --Conveyor belt
      --Simple water wheel
      --Model cylinder and piston
      --Model volcano
      --Model star box
      --Model earthquake
      --Model time gauge
      --Electric circuit boards applied to scientific investigations
      --Bulletin board displays
      --Rain gauge

D. Sub Unit Two (Part C)
  1. Historical research and construction
    a. Inventions
      --Looms
        1. Frame looms
        2. The rigid heddle
        3. Waist weaving
        4. Roller looms with rigid laddle
        5. Two shaft roller looms
        6. Color contour and patterns
        7. Four shaft roller looms
        8. Rug frames
      --Wheel
      --Ax
      --Wagon
      --Car
      --Airplane
      --Boat
      --Bow and arrow
      --Gun
      --Printing press, etc.
    b. Maps
      --Electric circuit boards
      --Jigsaw puzzels

III. Unit Objective:

The student will select an area of interest in science, math or social studies. He/she will research and develop a scientific, mathematical or historical device useful as a teaching-learning aid. Ths student will construct a working scale model of his/her scientific, mathematical or historical device. With the use of

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his/her constructed scale model as a teaching-learning aid the student will present a class report of his/her finding. The report will include; historical research, changes and advances in the design, adaptations for today, expectations for tomorrow and an explanation of the device.

IV. Unit Description:

A. Criterion-Referenced Objectives:
1. The student will study the safety procedures in the industrial arts lab and be capable of passing a quiz with eighty percent success.
2. The student will research and develop a scientific, a mathematical or historical device.
3. Upon completion of his or her scale model makeup, the student will be able to list twenty tools used in the construction.
4. Upon completion of the unit, the student will be able to identify ten means of assembling materials together.
5. After research and development for his or her constructed device, the student will report findings in an oral presentation to the class.
6. Upon completion of the oral class reports, each student will be able to identify in writing three related occupations to one of the reports.
7. The student will, as a culminating activity, submit a two page written report about his or her scientific, mathematical or historical device.

B. Learning Activities:
1. Research a mathematical, scientific or historical device and identify occupation connected with each.
2. Construct the model or scale model device.

C. Materials:
1. Texts: Book
    a. Mathematics, David Bergamine, New York
    b. The Story of Mathematics for Young People; James T. Rogers, Pantheon Books
    c. The Giant Golden Book of Mathematics, Irving Adler and Lowell Hess, Goldent Press, New York
2. Kits
    a. S.R.A. Occupational Exploration Kit, Thiemann, Norma L., Handbook of Job Facts, Science Research Associations, 1968
3. Sound Filmstrips (cassettes)
    a. The A.B.C.'s of Getting and Keeping a Job, Eyegate, 1970, 8 color filmstrips, 4 cassettes, Gd. 7-12
4. Cassettes
    a. American Occupational Series, Jonesboro, Arkansas; Educational Sensory Programming, 99 tapes (two lessons on each tape, each lesson 15 minutes) n.d.

5. Reference Books
   a. Encyclopedia of Careers and Vocational Guidance, Vol. I; Planning Your Careers, Vol. II Careers and Occupations; William E. Hopke, Doubleday-Ferguson.
   b. Careers for the 70's, Arthur Myers, Crowell-Collier Press; New York.

D. Evaluation:
   1. State in written form ten safety rules used in the industrial arts lab and explain why each is important.
   2. Identify in written form 9 out of 10 tools on a tool identification test.
   3. Describe five machines in the industrial arts lab and describe their function.
   4. Identify three different computational devices used by mathematicians.
   5. Identify in written form or by a drawing three different geometric constructions.
   6. List and sketch a mathematical, scientific or historical device that would like to reconstruct in the form of a working model.

Cycle Four

Unit Title: HOUSE AND COMMUNITY PLANNING

I. Unit Overview: The course for cycle four is designed to coordinate learning with social studies. The correlation will be with community planning and community building. In industrial arts the student will design and build a scale model dream house. Secondly, he or she will play a community planning game. In this way the student will role play a position as a land developer and will see where his one little house fits into the big community picture. As part of the community planning, the student will learn how and why decisions are made and make decisions which they must live with.

II. Unit Content Outline:

A. Sub Unit One: Develop and Construct a Dream House
   1. Your Dream house
      a. filmstrip and discussion
   2. Selecting and purchasing a lot
   3. Planning the living space
   4. Preparing working drawings
   5. Writing specifications
   6. Financing and contracting
   7. Building the sub structure
   8. Building walls
   9. Building floors and ceilings
   10. Building roofs
   11. Enclosing exterior
   12. Raughling in utilities
   13. Working on interior
   14. Completing house
   15. Landscaping homesite

   Text: World of Construction, McKnight, McKnight
   World of Construction Laboratory Manual, McKnight, McKnight

B. Sub Unit Two: Community Planning Game
   1. City and regional planning factors
   2. Planning community services
   3. Housing people
   4. Planning business facilities
   5. Planning schools and recreational facilities
   6. Expanding Community services
   7. The economics of community development
   8. Managing community development

   Text: World of Construction, McKnight & McKnight
   World of Construction Laboratory Manual, McKnight & McKnight

III. Unit Objectives:

1. Each student will construct a dream house with the idea of learning what is involved in planning and developing a house. Occupations such as architect, draftsmen, industrial model maker and community planner will be studied.
2. The student will participate in a community planning game. His or her position will be to solve problems related to the construction of the community, role play as a decision maker and live with the decision until the end of the game. At the end of the game each student will compute profit or loss from community planning practice to see if as a land developer a profit was made.

IV. Unit Description:

A. Criterion-Referenced Objectives:

Upon completing the work required for the unit:

1. The student will be able to distinguish in writing between noisy areas and quiet areas of a house.
2. The student will be able to identify a substructure and superstructure.
3. The student will be able to list the primary utilities installed in a house.
4. The student will have drawn a complete floor plan for his dream house.
5. The student will be able to identify four out of seven window symbols.
6. The student will be able to identify four out of seven door symbols.
7. The student will have drawn a basic electrical plan locating electric light, fixtures, switches and convenience outlets.
8. The student will have drawn a set of elevation drawings (front, rear, left side and right side) showing all the exterior features such as windows, doors, exterior finish and roof style.
9. The student will identify seven out of ten material symbols used for elevation treatments.
10. The student will complete a scale model of his dream house and designed earlier in the cycle. The model will have a finished interior and exterior.
11. The student will completely landscape his or her homesite. Landscaping will include: grass, trees, shrubes, sidewalks, driveway, patio, swimming pool area, outside fire place, etc.
12. The student will decide on the appropriate water and sewage plant sites.
13. The student will estimate the capacity and cost of water and sewage utilities.
14. The student will using a map of sonic city, determine the type and number of houses for 3,320 people.

15. Using the Apollo City map and the charts provided, select the site and figure the cost for developing a local shopping center and central business district in a community.
16. Using the Apollo County map and charts from activity 95-A
    a. Select the appropriate sites for school and part construction
    b. Figure the cost of school and park construction
17. Using the Apollo County map and the accompanying charts
    a. Select the sites and figure the cost for high density housing in your township
    b. Figure the profit or loss for the construction of an interchange
18. Using the Apollo County map and chart:
    a. 96-1, figure the loss of money due to reduced employment at Sonic Jet.
    b. 96-2, figure the loss of money due to loss of environmental value in Sonic City
    c. 96-3 and 96-4, figure the total developer's loss due to deterioration in Sonic City
    d. 96-5 and 96-6
        1. Identify an urban renewal project
        2. Select the site for the project
        3. List three reasons to justify the construction of the urban renewal project selected.
19. Using charts from activity 97, compute profit or loss from community planning practice

NOTE: Materials for this section are located in the World of Construction Laboratory Manual, Chapters 91-97, Publisher - McKnight & McKnight

B. Learning Activities:
1. Select and purchase a lot
2. Plan the living space
3. Prepare working drawings
4. Write specifications
5. Arrange financing and contracting
6. Build, substructure, walls, floors, ceiling and roofs
7. Enclose exterior
8. Rough in utilities
9. Complete and landscape house
10. Play the community planning game
    a. Role play a land developer

C. Materials:
1. Text Book
   World of Construction, McKnight and McKnight
   World of Construction Laboratory Manual, McKnight and McKnight
2. SRA Occupational Exploration Kit, Thiemann, Norma L., Handbook of Job Facts, Science Research Associations, 1968

3. Cassettes
   American Occupational Series, Jonesboro, Arkansas, Educational Sensory Programming, 99 tapes (two lessons on each tape, each lesson 15 minutes) n.d.
4. Reference Books
   Encyclopedia of Careers and Vocational Guidance, Vol. I - Planning your Careers, Vol. II - Careers and Occupations, William E. Hopke, Doubleday-Ferguson
   Careers for the '70's, Arthur Myers, Crowell-Collier Press, New York

D. Evaluation:

Pre and Post Tests:

1. Identify four out of seven window symbols by name and draw a picture of each.
2. Identify four out of seven door symbols by name and draw a picture of each.
3. Identify seven out of ten material symbols used for evaluation treatments.
4. List the primary utilities installed in a house.
5. Write a description of what a planned model community is. Secondly, how would you as a land developer develop a planned community.

NOTE: Post test will represent the students final evaluation for the unit of study.

Cycle Five

Unit Title: GRAPHIC COMMUNICATION

I. Unit Overview: The course for cycle five is designed to coordinate team teaching with the area of English. The emphasis will be for the student to write, print, illustrate and bind a children's book. The script will be written in the student's English class. The remainder of the hand-on experience of production will be handled in the industrial arts area. Various occupations will relate to the fields of printing and bookbinding and will be researched as part of the career orientation program.

II. Unit Content Outline:

A. Sub Unit One: Printing a Children's Book
  1. Fundamentals of type composition
  2. Hand platen press printing
  3. Silk Screen printing
  4. Block Printing

B. Fundamentals of type composition
  1. Composition
  2. Type Point System
  3. Type size
  4. Parts of type
  5. Soaces in the California Job case
  6. Demon characters
  7. Ligature
  8. Type cabinet
  9. Composing stick
  10. Leads and stugs
  11. Composing type
  12. Emptying composing stick
  13. Trying to type from
  14. Proofreading
  15. Proof marks
  16. Correcting type form
  17. Distributing type
  18. Paragraph composition, word spacing
  19. Letterspacing, dividing words, border; combining rule with type
  20. Classification of type styles

C. Platen Press
  1. Locking up form
  2. Preparation of press
  3. Press make ready
  4. Press feeding
  5. Safety precautions
  6. Cleaning the platen press
  7. Hand lever presses
  8. Printing inks
  9. Layout

D. Silk Screen
  1. Preparation of design
  2. Preparation of printing unit
  3. Types of stencils
  4. Printing operations
  5. Paper stencils
  6. Photographic stencils
  7. Silk screen printing
  8. Cleaning screen printing frames

E. Block Printing
  1. The design
  2. Transferring the design to the block
  3. Carring the block
  4. Printing the block

  Text: Unit format is from the book:
  Graphic Arts, Dairey and Carlsen, Bennett Publishing Company, 4th Ed.
  Chapters covering:
  a. Type Composition
  b. Platen Press Printing
  c. Silk Screen Printing
  d. Block Printing

F. Sub Unit Two: Bookbinding: Publishing a Children's Book
  1. Cutting Paper
  2. Padding
  3. Sketching
  4. Signature binding
  5. Loose Sheet Binding
  6. Marbling paper

  Text: Graphic Arts, Darvey and Carlsen, Bennett Publishing Company, 4th Ed. Chapter #7, Bookbinding

III. Unit Objectives:

1. The unit emphasis will be for the student to produce a children's book in industrial arts from a script which will be written in English class. The students will experience the basic fundamentals of publishing and illustrating a small book. Hands-on experiences will be with the hand platen press, silkscreen printing and block printing. The final result will be a printed book for the students.
2. The students will study the binding business of making books. The students will participate in the construction of a children's book which will be printed as part of study unit one. Each student will bind their own copy into a finished book publication. During the assembly phase each student will involve themselves with a hands-on experience in the areas of cutting paper, padding processes, sketching, loose sheet binding, marbling and casing assembly. The final results of binding a book will be a prized personal possession and background information into the field of graphic communication.

IV. Unit Description:

A. Criterion-Referenced Objectives:

1. The student will correctly fill in a California job case sheet.
2. The student using a composing stick, will compose a single page of type for a children's book.
3. The student with the aid of a hand platen press, will print fifty copies of the composed page for publishing a children's book.
4. The student will illustrate pictures for a children's book by the silk screen or block printing method.
5. Each student will be able to explain the difference between signature binding and loose sheet binding.
6. The student will be able to identify in writing ten related occupations in the field of graphic communication.
7. Each student will write a short paragraph about marbling and how its done.
8. Each student will illustrate a nicked corner and a library corner.
9. Each student will identify twenty tools used in the publication of their book.
10. Each student will silk screen their own book cover with a design created by the class as a group project.
11. Each student will submit their finished book to the instructor at the end of the cycle for individual student evaluation.

B. Learning Activities:

1. The student will print and illustrate a children's book
    a. platen press printing
    b. silk screen printing
    c. block printing
2. Bind a Children's book
    a. cut paper
    b. pad paper
    c. stitch binding
    d. make a loose sheet binding
    e. marble paper end sheets

C. Materials:

1. Text Book
   Graphic Arts, Darvey and Carlsen, Bennett, 4th Ed.
2. Reference Books
   Printing: A Practical Introduction to the Graphic Arts, Hartley E. Jackson, McGraw-Hill Book Company
   The First Book of Printing, Sam and Beryl Epstein; Watts
   From Trees to Paper: The Story of Newsprint, Henry B. Lent, The MacMillian Company, New York, 1952
   The Practice of Printing, Ralph W. Polk and Edwin Polk, Bennett
   The World of Manufacturing, Industrial Arts Curriculum Project, McKnight & McKnight, Reading 66, pgs. 416-422

The Invention of Printing in China and Its Spread Westward, Thomas Francis Carter and Carrington Goodrick, The Ronald Press Company, 2nd Ed., New York, 1955
The Story of Papermaking, Edwin Sutermeister, R.R. Bowker Company, New York, 1954
Relief Printing, Gerald F. Brommer, Davis Publication, Inc., Worcester, Massachusettes
Practical Encyclopedia of Crafts, Maria DiValentin and Louis DiValentin, Sterling Publishing Company, Inc., New York
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Silk Screen Stencil Craft as a Hobby, J.I. Birgeleison, Harper and Brothers, New York, 1939
Screen Printing, Birkner, Heinrich; Sterling Company, 1971
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The Printer, Fisher, Leonard E., Watts, 1965

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Block Printing with Linoleum; Henry Frankenfield, C.H. Hunt Pen Company, Camden, New Jersey, 1949
Essentials of Linoleum Block Printing, Ralph W. Polk, Charles A. Bennett Company, Inc. Peoria, IL
Linoleum Block Printing, Frances J. Kafka, McKnight & McKnight
Making Linoleum Cuts, Samuel Greenberg, Stephen Daye Press, New York, 1947
Encyclopedia of Careers and Vocational Guidance, Vol. I, Planning Your Career, Vol. II, Careers and Occupations, William E. Hopke, Doubleday-Ferguson
Careers for the '70's, Crowell-Collier Press, New York
3. S.R.A. Occupational Exploration Kit, Thelmann, Norman L.,
Handbook of Job Facts, Science Research Associates, 1968

4. Cassettes:
   American Occupational Series, Jonesboro, Arkansas, Educational Sensory Programming, 99 tapes, (two lessons on each tape, each lesson 15 minutes) n.d.
5. Textbook:
   Graphic Arts, Darvey and Carlsen, Bennett, 4th Ed.
6. Reference Books:
   Printing: A Practical Introduction to the Graphic Arts, Hartley E. Jackson, McGraw-Hill, 1957
   Bookbinding by Hand for Students and Craftsman, Lawrence Town, Ditman Publishing Corporation, New York, 1951
   Bookbinding for Schools, Hewitt-Bates, 6th Ed., Charles A. Bennett Company, Inc. Peoria, IL, 1954
   General Bookbinding, Rev. Ed., Chris H. Pronemen, McKnight & McKnight Publishing Company, Bloomington, IL 1964
   Let's Bind a Book, Guy A. Pratt, The Bruce Publishing Company, Milwaukee, WI 1948
   Encyclopedia of Careers and Vocational Guidance, Vol. I, Planning Your Career, Vol. II, Careers and Occupations, William E. Hopke, Doubleday-Ferguson
   Careers for the '70's, Crowell-Collier Press, New York
7. S.R.A. Occupational Exploration Kit, Thiemann, Norma L.
   Handbook of Job Facts, Science Research Associates, 1968
8. Cassettes:
   American Occupational Series, Jonesboro, Arkansas, Educational Sensory Programming, 99 tapes (two lessons on each tape, each lesson 15 minutes) n.d.

D. Evaluation:

Pre and Post Tests:

1. Explain in writing what California job case refers to in connection with graphic communication.
2. Describe in a paragraph how silk screen printing is done.
3. What is block printing and how is it done?
4. Identify ten occupations related to the field of graphic communications.
5. Explain in writing the difference between signature binding and loose sheet binding.
6. Discuss the basic procedure used in the production of a casing for a book.

Unit Title: CAR SERVICE

I. Unit Overview: None

II. Unit Content Outline: None

III. Unit Objectives:

1. The students will be able to clean the body of a car by washing and polishing it.
2. The students will be able to clean seats and upholstery inside the car.
3. The students will be able to check battery water and windshield fluid.

IV. Unit Description:

Unit Objective #1: The student will be able to clean the body of a car by washing and polishing it.

A. Criterion-Referenced Objective:
   1. Given a car to wash, soap, water and sponge, the students will be able to clean and wash it.
   2. Given wax, polish cloth and a car, the students will be able to polish it.
   3. The students will recognize the difference between types of car roofs and understand the importance of different kinds of wax needed for them.

B. Learning Activities:
   1. Make a list of articles needed for car washing using the correct spelling. Use the articles.
   2. Practice proper cleaning techniques.
   3. Discuss the importance of polish on cars.
   4. Visit to gas station.
   5. Draw pictures of cars.
   6. Visit to Chrysler or GM Companies.

Unit Objective #2: The students will be able to clean seats and upholstery.

A. Criterion-Referenced Objectives:
   1. Given an upholstery cleaner, sponges and rags, the students will be able to clean seats and upholstery.
   2. Given a vacuum cleaner, the students will be able to clean the inside of the car properly.
   3. The students will be able to wash, dry and put foot mats back into the car.

B. Learning Activities:
   1. Take out foot mats.
   2. Apply soap and wash the mats.
   3. Know the sizes and shapes of different kinds of foot mats.
   4. Know the importance of identifying the proper keys to the car.
   5. Learn to close windows and doors of cars before washing.
   6. Use a vacuum cleaner, brush and pan.

Unit Objective #3: The student will be able to check battery water and windshield cleaning fluid.

A. Criterion-Referenced Objective:
   1. The students will be able to check battery water and fill it up according to its capacity.

B. Learning Activities:
   1. Check batteries of various cars.
   2. Measure water level.
   3. Discuss why batteries get dry and what happens.
   4. Discuss how weather affects batteries and why.

C. Evaluation:
   1. Patrons remarks about the cleanliness and overall performance of the students will be judged.

HOME ECONOMICS

Unit Title: HAPPY HOMEMAKER

I. Unit Overview: This is a comprehensive fourteen week program designed to meet the needs and interests of the low ability middle school student with emphasis on self-awareness and career awareness. The program will focus on the development of homemaking skills for personal and occupational enrichment.

II. Unit Content Outline:

A. Self-Awareness
    1. Personality
    2. Physical Characteristics
    3. Relationships
B. Grooming
    1. Posture
    2. Exercise
    3. Hair Care
    4. Skin Care
    5. Wardrobe
C. Manners
    1. Table
    2. Telephone
    3. Introduction
D. Career Awareness
    1. Career Identification
    2. Homemaking Careers
        a. cleaning
        b. laundry
        c. decorating
        d. menu planning
        e. food shopping
        f. child care

III. Unit Objectives:

1. The student will be able to identify personality characteristics.
2. The student will be able to identify characteristics of good relationships with others.
3. The student will be able to demonstrate good grooming habits.
4. The student will be able to demonstrate good manners in a variety of situations.
5. The student will be able to identify careers and relate them to themselves as an individual.
6. The student will be able to demonstrate cleaning procedures.
7. The student will be able to demonstrate laundry procedures.
8. The student will be able to make a decorative item for the home.
9. The student will be able to plan nutritional meals.
10. The student will be able to practice comparative shopping.
11. The student will be able to demonstrate procedures in caring for children.

IV. Unit Description:

Unit Objective #1: The student will be able to identify personality characteristics.

A. Criterion-Referenced Objectives:
   1. Given a list of personality characteristics, the student will be able to identify five characteristics peculiar to the student.
   2. Given a list of physical characteristics, the student will be able to identify five characteristics peculiar to the student.
   3. Given a list of personality and physical characteristics, the student will be able to give an oral description of the student.

B. Learning Activities:
   1. The student will do an interest inventory*.
   2. The student will identify his physical characteristics by playing guessing games--"Who is It"?
   3. The student will describe each others physical characteristics by using flash cards with descriptive words and phrases.
   4. The student will make a list of words and phrases describing personalities and then select the ones that describe the student's personality and transfer to flash card.
   5. Using the VTR and flash cards, the student will describe himself and orally evluate his appearance, voice and content of his description.
   6. The student will see a filmstrip--"Who's You" and do a check worksheet.
   7. The student will see a filmstrip--Your Personality.

C. Materials:
   1. Steps in Home Living--Florence Reiff
      a. FS Career Decisions--J.C. Penney's
      b. FS Your Personality: The You Others Know--GA Guidance Ass. of N.Y.
   2. Teacher Prepared Worksheets
   3. Reading Specialist Prepared Worksheets.

*INTEREST INVENTORY

Full Name ____________________
Homeroom Number and Section ______

Check What You Like To Do:

baseball ___
football ___
paint ___
ride a minibike ___
basketball ___
working with children ___

read ___
sew ___
play games ___
cook ___
dance ___
growing plants ___

watch TV ___
listen to music ___
ride a bike ___
shop ___
swim ___
play with pets ___

WORDS

Full Name ____________________
Address ____________________

Personality Characteristics

1. shy
2. outgoing
3. happy
4. sad
5. moody
6. aggressive
7. humor
8. perfectionist
9. loud
10. quiet
11. kind
12. considerate
13. sympathetic

Physical Characteristics

1. tall
2. short
3. fat
4. thin
5. medium
6. black hair
7. brown hair
8. red hair
9. blonde hair
10. blue eyes
11. green eyes
12. brown eyes
13. glasses
14. long hair
15. shag
16. short hair

WHO'S YOU WORKSHEET

Full Name ______________________
Homeroom Teacher's Name __________

About my body	Very good	Fair	not at all
I can work for a long time			
I am strong			
I can work with my hands			
About my mind			
I finish my work			
I can remember people			
I can remember numbers			
I can remember ideas			
I can remember places			
I can do things that other people can't do			
I can figure out problems			

About my feelings	Yes	No	Maybe
Would you take a job just because your family wanted you to?			
Would you take a job both you and your family wanted you to?			
Is money important?			
Is what other people think of you important?			
Is power important?			
Do you get mad?			
Do you have control of yourself?			
Do you have alot of friends?			
Do you like older people?			
Do you like younger people?			
Are you honest?			

Unit Objective #2: The student will be able to identify characteristics of good relationship with others.

A. Criterion-Referenced Objectives:
   1. Given an oral situation, the student will be able to identify problems in relationships.
   2. Given definition of friendship and related terms, the student will be able to discuss the importance of friendship.
   3. Given a rating sheet, the student will be able to rate "What kind of a Friend Am I"
   4. Given an oral situation, the student will role play these situations emphasizing relationships.

B. Learning Activities:
   1. The student will discuss the importance of getting along.
   2. FS--Sharing With Others and discussion
   3. The student will define friendship, loyalty, respect, understanding and cooperation.
   4. The student will do a pre-designed rating sheet--"What Kind of a Friend Am I."
   5. FS--New Friends--Good Friends.
   6. The student will roleplay relationships.

C. Materials:
   1. FS Sharing With Others--Guidance Stories
   2. New Friends--Good Friends--Encyclopedia Britannica Films, Inc.
   3. Teacher prepared worksheets

WHAT KIND OF FRIEND AM I?

Full Name ______________________
Telephone Number ______________

Always--3
Sometimes--2
Never--1

I am loyal to my friends ______
I try to be understanding ______
I am polite to my friends ______
I have respect for my friends ______
I try to be in a good mood ______
I am thoughtful ______

Total ______

My best friend's name is ____

I like my friends because ______________________________________

Unit Objective #3: The student will be able to demonstrate good grooming habits.

A. Criterion-Referenced Objective:

1. Given procedures and standards, the student will be able to compile a "Good Grooming Notebook," appropriate for the student.
2. Given the proper walking, standing and sitting procedures, the student will be able to demonstrate good posture and body control.
3. Given instruction, the student will be able to demonstrate exercises to improve posture.
4. Given instruction, the student will be able to comb, brush and shampoo hair.
5. Given the guidelines for skin care, the student will be able to demonstrate good skin care for the student's skin type and skin problem.
6. Given a group of pictures of hair styles, the student will be able to select one appropriate for his face shape.
7. Given information on color and style, the student will be able to plan an appropriate wardrobe.
8. Given good grooming habits, the student will be able to identify the importance in getting a job.
   a. The student will discuss good posture and make a list of do's and don'ts for good posture.
   b. The student will do a work sheet on good posture.
   c. Demonstration--Standing, Walking and sitting.
   d. Using the VTR, the student will practice standing, walking and sitting and orally evaluate each other.
   e. The student will do a worksheet on standing, walking and sitting.
   f. Demonstration--exercise for good posture.
   g. The student will do the exercises for good posture.
   h. Demonstration--washing, combing, brushing and setting hair.
   i. The student will practice washing, combing brushing and setting hair.
   j. The student will collect hair styles and make a collage.
   k. The student will determine face shapes by viewing transparancies.
   l. The student will select an appropriate hair style and style hair.
   m. The student will discuss skin problems common to teenagers.
   n. Demonstration--wash face
   o. Resource Persons--Sears Charm School, Beautician
   p. The student will discuss figure types and select figure types.
   q. The student will discuss clothes appropriate for figure types.
   r. The student will select clothes for their figure types from a magazine and put them into notebook.
   s. The student will discuss dressing for different occasions.

C. Materials:
1. Good Grooming for Teenagers, Allen Breed
2. Guide to Teenage Beauty and Glamour, Betsy Keiffer

Unit Objective #4: The student will be able to demonstrate good manners in a variety of situations.

A. Criterion-Referenced Objectives:
1. Given a list of manners, the student will be able to select five manners used by curteous people and five used by discourteous people.
2. Given instructions in table manners, the student will practice good manners in an eating situation.
3. Given telephone etiquette and dialogue, the student will be able to conduct a telephone conversation.
4. Given dialogue, the student will be able to introduce a variety of people.

B. Learning Activities:
1. The student will orally define good manners.
2. The student will make a list of good and bad manners.
3. Student demonstration--"The way I Act at the Table"
4. By use of flash cards, the student will make a list of foods eaten by fingers, fork and spoon.
5. The student will discuss words and phrases used to introduce people.
6. Wearing descriptive name tags, the student will practice introductions.
7. The student will practice speaking clearly and pleasantly by recording tongue twisters.
8. The student will role play telephone situations.

C. Materials:
1. Steps in Home Living, Florence Reiff
2. Manners Made Easy, Mary Berry
3. FS--Good Manners Series, Encyclopedia Britannica
4. FS--Think of Others First, GA Guidance Ass. of Pleasantville, N.Y.

Unit Objective #5: The student will be able to identify careers and relate them to himself as an individual.

A. Criterion-Referenced Objective:
1. Given a definition of work, the student will be able to orally describe work.
2. Given a list of reasons why people work, the student will be able to chose five reasons related to the individuals needs and wants.
3. Given pictures of working relations, the student will be able to dramatize working situation.
4. Given job characteristics, the student will be able to identify these characteristics.
5. Identifying jobs relating to homemaking the student will be able to select these jobs from a list of varied jobs.

B. Learning Activities:
1. The student will view a FS series Career Awareness.
2. The student will discuss the definition of work.
3. The student will make a list of reasons why people work.
4. The student will make a list of favorite jobs.
5. The student will collect magazine pictures of people working.
6. The student will role play working situations.
7. The student will do a series of worksheets on career awareness.
8. The student will list a series of jobs and characteristics.
9. The student will play a game "What's my Line".
10. The student will make flash cards of jobs related to homemaking and other jobs and in a game, select the jobs related to homemaking.
11. Resource person from Homemakers, Inc.

C. Materials:
1. FS Career Awareness, J.C. Penney's
2. Teacher prepared worksheets
3. Reading Specialists prepared worksheet

WHO DO I WANT TO HELP ME?

Name ____________________
Homeroom number & section ______

Fill in the blank with one of the answers listed below:

doctor
mother
sister
brother
father
teacher
friend

1. Who would you like to help pick out your clothes? ____________
2. Who would you like to play baseball with? ____________
3. Who would you like to see if you had a cold? ____________
4. Who would you like to dance with? ____________
5. Who would you like to talk to? ____________
6. Who would you like to go to the beach with? ____________
7. Who would you like to help clean your room? ____________

HOW OLD DO YOU HAVE TO BE TO WORK?

Name ____________________
Age ____________________

Check the appropriate age:

	1yr.	5yr.	10yr.	15yr.
Mow lawn				
Cook				
Sew a button				
Make a bed				
Weed				
Wash hair				
Teach someone				
Deliver newspaper				
Clean windows				
Feed the dog				
Shop				
Do the dishes				

WHAT DO YOU LIKE?

Full Name ________________________

Fathers Job ______________________

Circle ten things you like to do:

Be Outside
Run
Watch T.V.
Stay Inside
Take a Bath
Sit
Be Sloppy
Be Alone
Talk on Phone
Sew
Go to School
Dress Up
Work with Animals
Be with Friend
Work with Plants
Stand
Visit Neighbors
Cook

Unit Objective #6: The student will be able to demonstrate cleaning procedures.

A. Criterion-Referenced Objective:
   1. Given a list of reasons, the student will be able to select three reasons why cleaning is important.
   2. Given a variety of cleaning products, the student will be able to identify the appropriate products for various surfaces.
   3. Given supplies and equipment, the student will clean a bathroom, glass, walls, floors, furniture and carpet.

B. Learning Activities:
   1. The student will discuss the importance of cleanliness.
   2. The student will do a worksheet on cleanliness.
   3. The student will discuss cleaning products with the aid of transparencies.
   4. The student will play a game with flash cards to identify cleaning products with cleaning jobs.
   5. The student will do a worksheet on cleaning products.
   6. The student will collect pictures of cleaning products and make a collage.
   7. Demonstration: cleaning various surfaces.
   8. The student will practice cleaning techniques in community model homes.
   9. The students will conduct a neatness experiment.

C. Materials:
   1. Steps in Home Living, Florence Reiff
   2. Home Care, Proctor and Gamble
   3. Teacher prepared worksheets

CLEANING PRODUCTS WORK SHEET

Full Name ____________________
Teacher's Name _______________

Put the cleaning product in the proper classification:

	liquid	spray	powder
comet			
top job			
spray and wash			
tide			
ajax			
windex			
spic and span			

Match the cleaning product to the surface:

lysol spray
drain o
pledge
ivory liquid
silver polish
easy-off
comet
windex

oven
furniture
dishes
silverware
drains
bathroom
windows
sink or bath tub

Unit Objective #7: The student will be able to demonstrate laundry procedures.

A. Criterion-Referenced Objectives:
1. Given a list of reasons, the student will be able to select five, for having good laundry procedures.
2. Given the equipment and supplies, the student will be able to demonstrate washing, drying, ironing and stain removal procedures.

B. Learning Activities:
1. The student will discuss the importance of good laundry procedures.
2. Demonstration: Washing, drying and ironing.
3. The student will practice laundring clothes.
4. The student will do a classroom experiment with stain removal.
5. The student will practice stain removal.

C. Material:
1. *Laundering,* Proctor and Gamble
2. Teacher prepared worksheet

Unit Objective #8: The student will be able to make a decorative item for the home.

A. Criterion-Referenced Objectives:
1. Given a list of decorative items, the student will be able to select one appropriate for the home.
2. Given instructions and supplies, the student will be able to make a decorative item for the home.

B. Learning Activities:
1. The student will make a list and view decorative items.
2. The student will select an item and gather materials.
3. Demonstrate--Flower Arranging and main decorative items.
4. Film strip--The Story of Flowers.
5. The student will make a decorative item for the home.

C. Materials:
1. FS--The Story of Flowers, Colorado Flower Growers Ass. Inc.
2. Teacher prepared worksheet.

Unit Objective #9: The student will be able to plan nutritional meals.

A. Criterion-Referenced Objectives:
1. Given the basic four food groups information, the student will be able to identify them orally and indicate the number of servings per group per day.
2. Given a list of food, the student will be able to select five foods appropriate for breakfast, lunch and dinner.

3. Given information, the student will be able to plan a breakfast, lunch and dinner menu including the basic four food groups, variety, color, and texture.

B. Learning Activities:
1. The student will discuss the basic four food groups.
2. The student will make a list of foods found in each group.
3. The student will play basic four bingo.
4. The student will make a list of breakfast, lunch and dinner foods.
5. The student will make food flash cards and arrange them into a menu.

C. Materials:
1. Steps in Home Living, Florence Reiff
2. Teacher Prepared Worksheets

Unit Objective #10: The student will be able to practice comparative shopping.

A. Criterion-Referenced Objectives:
1. Given $1.00, the student will be able to select items, form a list, which total $1.00.
2. Given instructions, the student will be able to read labels to locate important information.
3. Given comparative information, the student will be able to compare brand name items for cost, quality and quanity.
4. Given instructions, the student will be able to gather information from advertisements.

B. Learning Activities:
1. The student will discuss money and its relationship to working.
2. The student will make flash cards of items you can buy for $1.00, $2.00, $3.00, $4.00, $5.00, and play a guessing game.
3. The student will play a game "Dollars and Sense."
4. The student will collect labels from food and clothing and discuss information found on labels.
5. The student will do a worksheet on label.
6. The student will collect empty food containers for a classroom grocery store.
7. The student will role play shopping situations.
8. The student will do a comparative shopping worksheet.
9. The student will visit a grocery store.

C. Materials:
1. BE A BETTER SHOPPER
2. Teacher prepared worksheet

SHOPPING WORKSHEET

Full Name ____________________
Birthday ____________________

Place a star beside buy for each item.

A & P		
Peaches	41¢	___
Corn	35¢	___
Fruit Cocktail	25¢	___

Shop & Bag		
Peaches	43¢	___
Corn	30¢	___
Fruit Cocktail	27¢	___

Acme		
Peaches	39¢	___
Corn	37¢	___
Fruit Cocktail	80¢	___

Shop-Rite		
Peaches	40¢	___
Corn	32¢	___
Fruit Cocktail	28¢	___

1. Which store has the greatest number of cheapest items? _____
2. At what store are peaches the cheapest? ____________________
3. At what store is corn the cheapest? ____________________
4. At what store is the Fruit Cocktail the cheapest? __________
5. At what store is the total the cheapest? ____________________

LABEL WORKSHEET

Full Name ____________________
Mothers Name ____________________

1. Circle the product that have labels:

   canned peaches
   comet cleanser
   dresses
   ketchup
   crackers
   cereal

2. Answer Yes or No

   1. The price is found on the label? ____________________
   2. The weight is found on the label? ____________________
   3. The brand name is found on the label? ______________
   4. The name of the manufacture is found on the label __________
   5. The name of the supermarket is found on the label ________

3. Draw a label.

Unit Objective #11: The student will be able to demonstrate procedures in caring for children.

A. Criterion-Referenced Objectives:
1. Given instructions, the student will be able to feed diaper and dress and infant.
2. Given a list of characteristics the student will be able to select five appropriate for each age level.
3. Given instruction and equipment, the student will be able to make a story or game or toy appropriate for a pre-schooler.
4. Given instruction, the student will be able to supervise the play of pre-schoolers in a pre-school situation.
5. Given a list of responsibilities of a babysitter, the student will be able to select the five most appropriate.

B. Learning Activities:
1. Demonstration by mother with infant--feeding, changing diaper and dressing baby.
2. The student will practice caring for an infant with a doll baby.
3. The student will collect magazine pictures of children.
4. The student will make flash cards of the characteristics appropriate for each picture and age level.
5. The student will do a worksheet on characteristics.
6. The student will discuss the pre-school child.
7. The studetn will make a toy or game for a pre-schooler.
8. The student will observe and supervise in a pre-school.
9. The student will discuss the rules for babysitting.
10. The student will make a memo sheet for babysitting.
11. The student will role play emergency situations.

C. Materials:
1. Steps in Home Living, Florence Reiff
2. The Babysitting Guide, Furlong Moore
3. Teacher prepared worksheets

D. Evaluation: Evaluation for the unit "Happy Homemaker" will include a pre and post test for each objective, copies are included. The tests were designed expecially for the low ability student stressing the following of directions and the writing of information that would be found on a job application.

The good grooming notebook, collages and the creative project for decorating will also be used. A series of worksheets designed for each unit objective and oral activities will aid in the evaluation of the student.

HAPPY HOMEMAKER

CHILDREN WORKSHEET

Full Name ____________________
Age ____________________

1. Put the following characteristics into the correct column:

	Infants	6 mo.	1 yr.
cries			
soft spot			
waves "bye-bye"			
walks			
smiles			
says simple words			

2. Matching:

1 begins school
2 begins to talk
3 listens to stories
4 potty-trained
5 plays alone

3. Look at the picture and write the age in the blank:

______________ ______________

______________ ______________

____

HAPPY HOMEMAKER

Full Name ____________________
Age ____________________

1. My name is ______________________________
2. I live at ______________________________
3. The name of my school is ______________________________
4. I am ______________________________ years old.
5. I was born on ______________________________
6. My father's job is ______________________________
7. My mother's job is ______________________________
8. I have ______________________________ brothers.
9. I have ______________________________ sisters.
10. I am ______________ feet ______________ inches tall.
11. I weigh ______________________________ pounds.
12. My telephone number is ______________________________

PERSONALITY TEST

Full Name ______________________

Age ______________________

1. Circle the words that describe you:

tall
short
happy
sad
brown hair
brown eyes
long hair
short hair
fat
black hair
loud
quiet

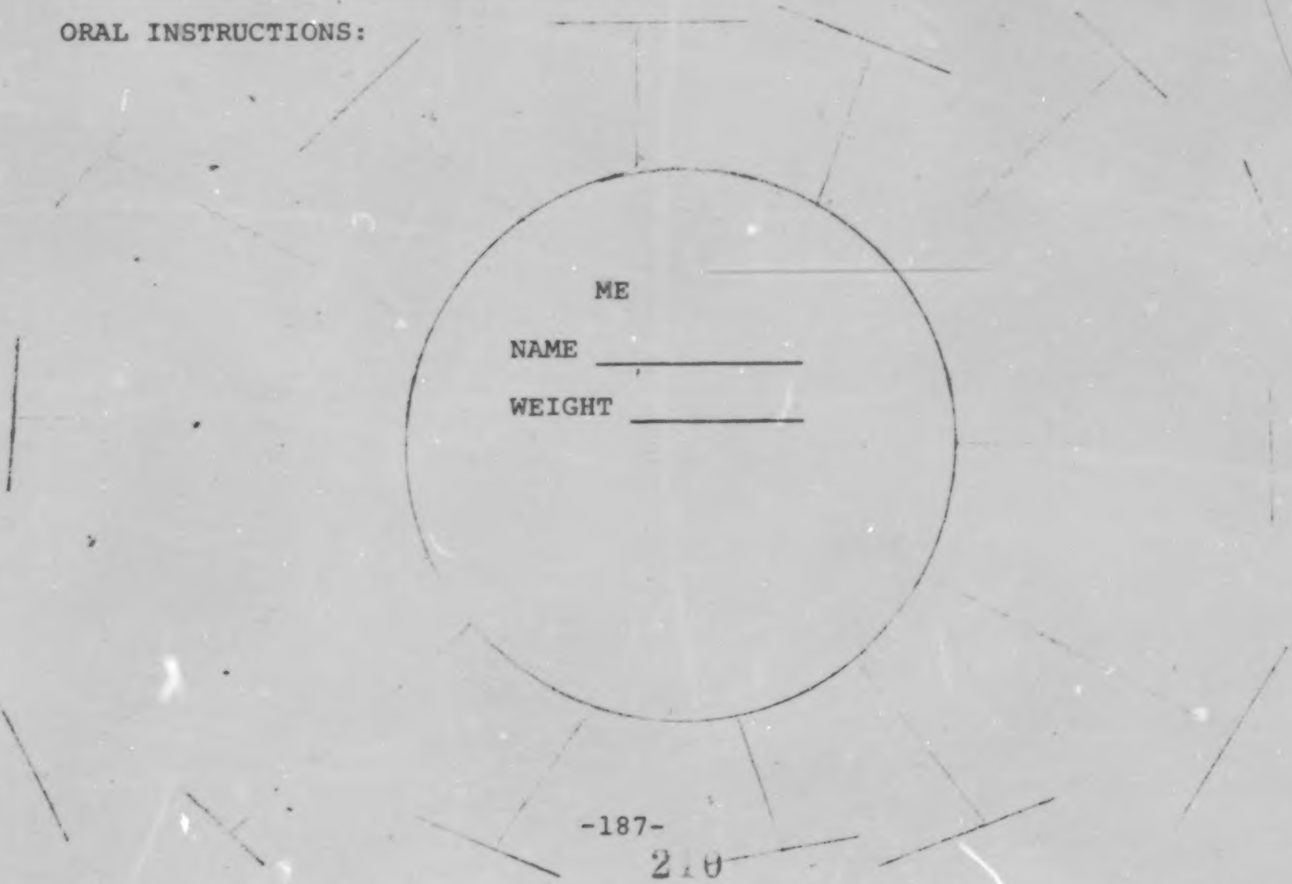
2. Check the things you like to do:

___play baseball
___sing
___read
___dance
___ride bike
___swim
___play games
___house work
___work with children

3. Circle the word that is spelled correctly in the right hand column.

happy humor	hapy	happy	haapy
kind	kimd	kindd	kind
humor	hummor	hunor	humor
cook	cok	cook	cooke
sew	sew.	seew	seww

ORAL INSTRUCTIONS:



ME

NAME ____________

WEIGHT ___________

FRIENDSHIP TEST

Full Name ____________________
Teacher's Name ______________

1. Circle the important characteristics of a good friend:
   loyal
   understanding
   pretty
   nice hair
   thoughtful
2. Circle the most important reason why you need friends:
   talk to them
   share secrets
   yell at them
   have fun
   be mean to them
   boss them around
3. Oral spelling test
   1. friend
   2. share
   3. loyal
   4. respect
   5. polite

MANNERS TEST

Name ________________________
Address _____________________

1. Place the food in the correct group:

finger food	spoon	fork

   list of food:
   pizza
   pudding
   meat
   corn flakes
   bread
   candy
2. Circle the good manners
   play with your hair at the table
   push your food with fingers
   answer the telephone by saying "hello"
   Say "Excuse me" when bumping into someone
   do not harm anyone's property
3. Complete the spelling of each of the following words:
   man________
   introduct________
   f________________
   fin______________

2 1

GROOMING TEST

Full Name ____________________
Height ____________________
Weight ____________________

1. Circle the items you need to wash your hair.
   - shampoo
   - towel
   - tide
   - deodorant
   - comb
   - brush
2. True or False
   - ____Exercise helps you have good posture.
   - ____Good posture will make your clothes fit better.
   - ____When you walk your shoulders should slump forward.
3. Circle the correct spelling of the following words.

posture	posteure	posure	posture
exercise	exercise	exersice	exerice
hair	hair	hiar	haair
clothes	clothes	cloth	cloths

CAREER TEST

Full Name ____________________
Favorite Job ________________

1. Circle your favorite job:
   - homework
   - washing dishes
   - feeding pets
   - setting table
   - take out trash
   - mow lawn
   - baby sitting
2. Classify the following jobs:
   - teacher
   - doctor
   - nursery school teacher
   - maid
   - interior decorator
   - homemaking
3. Circle the words that are spelled correctly:
   - carer
   - work
   - job
   - mony
   - homemaking

CLEANING TEST

Full Name ____________________
Teachers Name ________________

1. Circle the cleaning equipment and check the cleaning products:
   Broom
   Ajax
   Mop
   Comet
   Windex
   Fantastic
   Dust Cloth
2. Circle Yes or No

spic and span is a spray cleaner	yes or no
comet is used to clean windows	yes or no
easy-off is used to clean furniture	yes or no
windex is used to clean windows	yes or no
pledge is a spray	yes or no

LAUNDRY TEST

Full Name ____________________
Homeroom Teacher Name ________

1. Circle the names of the laundry products:
   tide electrasol safe guard wisk
   electrasol
   safe guard
   wisk
2. Match the number with the laundry step:

1	stain removal
2	ironing
3	washing
4	drying

3. Oral spelling test
   1. washing
   2. iron
   3. drying
   4. stain

MENU PLANNING TEST

Full Name ________________
Favorite Food ________________

1. Put the foods into the correct food group

	Fruit & Vegtable	Meet	Bread & Ceral	Milk
oranges				
eggs				
bread				
hot dogs				
peaches				
ice cream				
cheese				
noodles				

2. Put the foods into the correct meal

	breakfast	lunch	dinner
corn flakes			
sandwich			
apple			
orange juice			
milk			
mashed potatoes			

3. Arrange the following foods in menu form

toast/butter
grape juice
eggs & bacon
coffee

SHOPPING TEST

Full Name ________________
Address ________________

1. Circle the item you can buy for $10.00--2.00

six-pack coke
shampoo
ice cream
gum
5 lb. sugar

2. Draw a label and include the following information

Dole Pineapple, 14 oz.
Packed in water & sugar
Packed by Dole Manufacturing Co.

3. Circle the word spelled correctly in right hand column

label	laebl	label	labeel
grocery	grocery	grocry	grocerry
store	stoer	stoore	store
peaches	peachs	peacches	peaches

CHILD CARE TEST

Full Name ______________________
Birthday ______________________

1. Circle the items you would need to diaper a baby:
   powder
   diaper
   plastic pants
   baby bottle
   spoon
   safety pins

2. Circle the activities that are liked by pre-schoolers
   puzzle
   reading
   sewing
   games
   trucks
   blocks
   dolls

3. Babysitting is a very important job. True or False

4. Check on children while they are sleeping. True or False

5. Never eat food unless you have been told that you may. True or False

Unit Title: CHRISTMAS CRAFTS

I. Unit Overview: Students in this course will learn to make a variety of Christmas crafts. They will also study careers related to crafts and gifts.

II. Unit Content Outline:

A. Ideas are presented to students by way of samples and demonstrations, magazines, and visits to craft shops.
B. Students bring in supplies and start on projects.
C. Students brainstorm on careers related to gift making and crafts, and select one to research and report on.

III. Unit Objectives:

1. Each student will be able to construct many types of crafts and gifts.
2. Each student will be able to identify careers related to gift making.
3. Each student will be able to report on a specific career related to craft and gift making.

IV. Unit Description:

A. Criterion-Referenced Objectives:
   1. Each student will construct at least 3 types of crafts or gifts that are quality made.
   2. Each student will list on paper 10 careers related to crafts or gift making.
   3. Research and report on a specific career related to gifts or craft making. Report must include working conditions, personal requirements and job rewards.

B. Learning Activities:
   1. Visit craft shop to get ideas.
   2. Demonstrations on making different projects. Projects can include Christmas stockings, pin cushions, needlecraft items, stuffed items, aprons, slippers, knit or crocheted items, hooked pillows, needlepoint, crewel pillows or pictures, skirts, ponchos, shoebags, bead craft, or quilted items.

C. Materials: Scrap materials such as: fabrics, trims, sequins, pins, filling, thread, yarn, felt, ribbons, glue, paper, beads, balls, styrofoam, clothespins, popsicle sticks, burlap, pretty jars, wreath material, drapery rings, dry flowers, charts, books, magazines, etc.

D. Evaluation: Students will be evaluated on the completion of the projects for class. They will also be evaluated on the completeness of the report.

Unit Title: CONSUMER PRODUCT TESTING

I. Unit Overview: To familiarize you with the claims of various products and their prices testing their advertising promises in a scientific method.

II. Unit Content Outline:

To test current claims of products; to develop better means of testing and advertising of product where appropriate.

III. Unit Objectives: Student will be able to:

1. Duplicate procedures used on television commercials checking, in scientific approach the products authenticity.
2. Compare advertising claims to above test results orally, by graphs, etc.
3. Prepare a different experiment controlling and manipulating other variables.
4. Prepare advertising based on your own testing procedures.
5. Write letters to appropriate companies and/or representatives stating and comparing their advertized claims to yours.

IV. Unit Description:

A. Criterion-Referenced Objectives: Student will be able to:

1. Read a balance to an accuracy ± .5 grams
2. Read a linear measure to an accuracy ± 2 mm
3. Read a timing device to an accuracy ± 1 second
4. Read a graduated cylinder to an accuracy ± 1 ml
5. Write a business letter to appropriate company stating results of experiments.
6. Communicate various results of testing by using appropriate graphs.
7. Write an occupational brief on one related career to testing and communication skills demonstrated.

B. Learning Activities:
Student will select one of the following advertising experiments and duplicate, compare results, initiate new experiment, compare and communicate results: (others may be used after first approved by instructor).

1. Pampers - other diapers
2. Brillo - SOS
3. Coke - Pepsi - 7up - others
4. Viva - others
5. Pledge - others
6. Reading beer - others
7. Ever-Ready batteries - etc.
8. Ajax - Joy - Ivory
9. Top job - Spic-n-span

C. Materials:
To be determined by self selected experimental tests.

Unit Title: CREATIVE STITCHERY

I. Unit Overview: Students will learn different forms of stitchery and needlecraft. They will also pick a project in some form of needlecraft and work on completion of the project. Students will also explore careers related to stitchery.

II. Unit Content Outline:

A. Familiarization of different forms of needlecraft:
  1. Crewel
  2. Embroidery
  3. Needlepoint
  4. Rug hooking
  5. Knitting
  6. Crochet

B. Learning and making sample of 10 different stitches.

C. Constructing Projects

D. Exploring Careers

III. Unit Objectives: Each student will:

1. Construct samples of at least 10 different stitches.
2. Differentiate between different forms of needlecraft (rug hooking, etc.)
3. Identify careers related to creative stitchery.
4. Choose a related career to research and report on.
5. Construct a complete project.
6. Possibly develop a hobby.

IV. Unit Description:

A. Criterion-Referenced Objectives:
  1. Students will be able to construct a sample of at least 10 different stitches done correctly and neatly.
  2. Students will be able to recognize and identify different forms of needle craft correctly.
  3. Students will construct completely a needlecraft project or complete a reasonable amount of the project it it is a larger project.
  4. Students will identify different careers related to stitchery by means of brain storming and expansion on those ideas.
  5. Students will research and report on a chosen related career doing the research in career sources in the library

B. Learning Activities:
  1. Students will see stitches demonstrated and practice them.
  2. Students will look through books to see different stitches and see different projects that are possible.
  3. Someone who is known for needle work could come in and show and talk about projects.

4. Students can go to a store (with stitchery projects to see both related careers and different projects) or a sewing factory or a print works, etc. to see related careers.
5. Students brainstorm on careers related to stitchery and chose one career to research and report on.
6. Students construct a project.

C. Materials:

1. Books on stitchery that picture how different stitches are made.
2. Books on stitchery that show different projects that have been made or can be made.
3. A sample of all kinds of stitches with the names of stitches.
4. Swatches of fabric, yarns, needles, canvases to practice on.
5. Stitching charts that show how stitches are made.

D. Evaluation: Students are evaluated on the following:

1. Neatness and correctness and completeness of the 10 stitch samples.
2. Neatness, correctness and completeness of project.
3. Completeness of report.

Unit Title: RESTUARANT OPERATION

I. Unit Overview: In this course students will plan and operate a restuarant in which customers can choose from a menu and be served a meal. Students will plan, prepare, serve and clean up meals.

II. Unit Content Outline:

A. Students study planning and preparing meals.
B. Students plan a variety of foods for a menu and devise the cost of the foods.
C. Students divide up responsibilities for operating restuarant. (Hostess, waitress, bus boy, dishwasher, cooks, bakers, cashier)
D. Students plan for restuarant, make menus, buy food, set up tables, decorate.
E. Guests come to restuarant, students act out roles.
F. Students research and report on a chosen career related to food service.

III. Unit Objectives: Each student will be able to:

1. Identify careers related to food service
2. Research and report on a certain food related career.
3. Carry out duties of the jobs assigned for efficient restuarant operation.

IV. Unit Description:

A. Criterion-Referenced Objectives:
   1. Students will be able to identify at least 10 food service related careers on paper.
   2. Students will research and report on a food service career including specific information on working conditions, job requirements and attainable rewards.
   3. Students are to carry out jobs willingly, efficiently and quickly.

B. Learning Activities:
   1. Brainstorm on different jobs related to food service.
   2. Operate a restuarant with students doing different jobs needed in a restuarant.
   3. Field trips to different food service operations (restuarants, cafeterias) to see different job characteristics.
   4. Resource people form the food business industry to talk about their responsibilities and characteristics of the job.

C. Materials:
Resource books on careers (most found in library)
Resource people (food service employees)
Field trips to Food service institutions

D. Evaluation:
Students will be evaluated on the completeness of the report on a selected food service career, their willingness and efficiency of their assigned tasks, and the completeness of the list of 10 food service careers.

Unit Title: FOOD SERVICE

I. Unit Overview: This program is an attempt to train children in the Food Service Program on a small scale. The children will be involved in buying food items, be trained to use the various kitchen gadgetry, and "how to serve", how to take orders, how to prepare menus, how to prepare food, how to bill, and how to collect money.

II. Unit Content Outline:

A. Preparing menus
B. Buying foodstuffs.
C. Prepare bills
D. Handle money
E. Clean dishes
F. Clean kitchen
G. Test the quality of food item

III. Unit Objectives:

1. The students will be able to prepare tea, coffee, omelet toast, and orange juice.
2. The students will be able to list things that are needed to prepare breakfast.
3. The students will be able to judge quality of things needed to prepare breakfast.
4. The students will recognize the importance and value of a nutritious breakfast.
5. The students will be able to copy the menu from the breakfast service.
6. The students will be able to serve the breakfast in a manner acceptable to patrons.
7. The students will be able to work cooperatively with other people involved.
8. The students will be able to go to the store and buy groceries for the Food Service Program.
9. The students will be able to compare prices of commodities and will be able to decide where to buy them.
10. The students will be able to read and write menus.
11. The students will be able to do addition, subtraction, and multiplication of two digits.
12. The students will be able to recognize the vocabulary used in preparation of foods.

IV. Unit Description:

Unit Objective #1: The student will be able to prepare tea, coffee, omelete, toast, and orange juice.

A. Criterion-Referenced Objectives:
   1. The students will be able to set the table in a proper manner.
   2. The students will be able to mix the ingredients used to prepare breakfast foods.
   3. The students will record the activities of preparing various dishes on a chart.

B. Learning Activities:
   1. Handle materials like eggs, coffee, tea bags, and sugar.
   2. List things needed for preparation of breakfast.
   3. Provide experience in breaking eggs, cutting onions, beating eggs, and mixing milk.
   4. Toast a piece of bread and put jelly and butter on it.
   5. Set a table properly.
   6. Make orange juice and pour it in a glass.
   7. Pour coffee or tea in a cup.
   8. The students will report back to the class about their experience in preparing breakfast.
   9. Take pictures of dishes they make.
   10. Clean vegetables and fruits.

Unit Objective #2: The students will be able to list things that are needed to prepare breakfast.

A. Criterion-Referenced Objectives:
   1. The students will prepare a variety of different menus by using different foods.
   2. The students will keep a note book of breakfast recipes.

B. Learning Activities:
   1. Copy recipes.
   2. Prepare sample menus.
   3. Plan different kind of menus.
   4. Discuss what breakfast they eat every day.
   5. Discuss what a nutritious breakfast consists of.

C. Materials:
   1. paper, pencil, pen.

Unit Objective #3: The students will be able to judge quality of things needed to prepare breakfast.

A. Criterion-Referenced Objectives:
   1. The students will be able to discriminate between fresh and stale products by reading the date.
   2. After visiting a farm the students will be able to describe orally, egg and milk production.
   3. After visiting a bakery the students will be able to describe bread production techniques.
   4. The students will be able to name 3 jobs associated with growing things which they need to prepare breakfast.
   5. The students will be able to name 3 jobs associated with food distribution.

B. Learning Activities:
   1. Product testing
   2. Visit to bakery and dairy farm
   3. Discussion of careers related to food growing and distribution
   4. Compare fresh food - stale food

C. Materials:
   1. Products for comparison

Unit Objective #4: The students will recognize the importance and value of a nutritious breakfast.

A. Criterion-Referenced Objective:
   1. The student will be able to list orally, the components of a nutritious breakfast.

B. Learning Activities:
   1. Blank charts.
   2. Discussion of nutrition.
   3. Compare countries like India and U.S.A.
   4. Discuss importance of protein in every day life.

C. Evaluation:
The students will be able to make a good breakfast, if they are given eggs, tea, or coffee, butter, bread, jam and honey, after one or two cycles.

Unit Objective #5: The students will be able to copy the menu for the breakfast service.

A. Criterion-Referenced Objectives:
   1. Given the master menu, the student will be able to accurately copy the menu for use with the food service patrons.
   2. The students will have adequate knowledge of the words used in the menu and be able to write and spell them correctly.
   3. The students will be able to read the items on menu and their correct cost.
   4. Given the guest checks, the students will be able to write orders for the breakfast.

B. Learning Activities:
   1. The students will learn how to write bills, to count money, and to use the cash register.
   2. The students will be able to discuss the points they earned for the quality of service (see Evaluation) and discuss the methods to improve their efficiency.

Unit Objective #6: The students will be able to serve the breakfast in a manner acceptable to patrons.

A. Criterion-Referenced Objectives:
   1. The students will be able to present the bill, add up the price of items served and collect money.
   2. Given guidelines for proper service, the students will be able to follow all the guidelines while taking orders.
   3. The students will be appropriately dressed. Acceptability is determined by the teacher.
   4. The students will learn how to hold trays and how to pour coffee or tea without spilling it on the table.
   5. The students will be able to itemize the price of each commodity, add it up and present the bill in an acceptable manner.

B. Learning Activities:
   1. Handling cooked food.
   2. How to clean table.
   3. How to look and dress clean.
   4. The advantages of washing hands and dangers of contaminated food.

Unit Objective #7: The students will be able to work cooperatively with other people involved.

A. Criterion-Referenced Objective:
   1. Given a situation to work as a team, the students will be able to work efficiently.

B. Learning Activities:
   1. Discussion regarding interdependence and how.
   2. We all depend on each other in every day life.
   3. Visit to a factory to observe the importance of cooperation.
   4. Discussion of cooperation.

C. Evaluation:
   The students performance will be judged by the remarks (written) on the back of the check by the patron.
   Instructor's Observation.

Unit Objective #8: The students will be able to go to the store and buy groceries for the Food Service Program.

A. Criterion-Referenced Objectives:
   1. The students will be able to prepare a list of all the articles which they are going to buy, on daily need basis.
   2. Give a specific amount of money and a shopping list, students will be able to purchase all items with a prescribed budget.
   3. The students will demonstrate the knowledge of a well balanced budget by shopping independently.

B. Learning Activities:
  1. Visit shopping centers.
  2. When given a shopping list, the student will handle money independently.

Unit Objective #9: The students will be able to compare prices of commodities and will be able to decide, where to buy them.

A. Criterion-Referenced Objective:
  1. The students will be able to figure the cost of each commodity and how much is to be spent.

B. Learning Activities:
  1. The students will handle and manipulate articles to be purchased to determine which is the most economical.
  2. Visit to a shopping center.
  3. Read newspaper and compare prices.

Unit Objective #10: The students will be able to read and write menus.

A. Criterion-Referenced Objectives:
  1. The students will be able to read items on a breakfast menu with 80% of accuracy.
  2. Given a menu, the students will be able to copy it with 100% of accuracy.

B. Learning Activities:
  1. Make a chart of vocabulary words used in the menu.
  2. Write brief paragraphs about food service in the school newspaper.

Unit Objective #11: The students will be able to do addition, subtraction, and multiplication of two digits.

A. Criterion-Referenced Objectives:
  1. Given the items of food desired by the patrons, the students will be able to add cost of different items on the menu, and present bill to patrons.
  2. The students will be able to subtract the amount of the guest check from a dollar bill or a 5 dollar bill with 80% accuracy.
  3. Given an order for 5 items of same commodity and the cost of commodity the students will be able to multiply the cost and come with an accurate answer.

Unit Objective #12: The students will be able to recognize the vocabulary used in preparation of foods.

A. Criterion-Referenced Objective:
  1. Given a specific amount, and a menu, the students will be able to order a reasonable nutritious breakfast.

B. Learning Activities:
   1. Report on daily activities in a food service program.
   2. A visit to butcher shop and grocery store.
   3. Make a chart of nutritious foods.
   4. Judge the quality of different items of food.

Unit Title: RESTAURANT

I. Unit Overview: The Restaurant was developed to offer the middle school student active participation in a career situation. The student who elects the restaurant will gain behind-the-scenes knowledge of how a restaurant is organized, managed and operated and then experience the set-up and operation of a small-scale restaurant.

The class is designed to meet five times a week for a period of fourteen weeks. The students will sign up for both cycles. The course will be offered both fall and spring and allow more students to participate.

The students will be introduced and the available career choices by visiting several area restaurants, hearing guest speakers and films. After compiling a list of the available jobs and studying the descriptions, characteristics and duties of each, the class will set up a restaurant with the class members as the staff. Several practice sessions will be operated where half the class is the staff--the remainder will be the customers. When the skills have been successfully mastered guests will be invited and the restaurants and served a variety of foods at a minimal cost. An evaluation will be completed by each student to determine how successfully he fulfilled his duties.

II. Unit Content Outline:

A. Foods--safety
nutrition
meal planning
planning, preparation procedures, handling, serving, sampling and evaluation

B. Restaurant Careers--discovery
study
selection
practice and application
evaluation

III. Unit Objectives: After completing all the work associated with the Restaurant unit, the students should be able to:

1. Explore and identify the career possibilities in a restaurant.
2. Investigate and gather information about the characteristics of the job.
3. Explore and evaluate 3 jobs from the compiled listings.
4. Select one for which he will perfect the skills by establishing and setting up a restaurant using classmates as staff.
5. Illustrate sound nutritional guidelines by planning well balanced menus.
6. Prepare, serve, sample and evaluate the meals planned.
7. Recognize safety procedures necessary for laboratory work.
8. Recognize the vocabulary, terms and directions associated with the preparation of foods.

IV. Unit Description:

A. Criterion-Referenced Objectives:

1. Given the opportunity to visit several restaurants and hear the guest speaker, the student will explore and list five career possibilities in a restaurant.
2. Given the outline, the student will investigate and gather information about the characteristics about one job and give an oral report of approximately four minutes in length which includes the characteristics of the job.
3. Given a listing of the jobs required to run a successfull restaurant the student will set up and establish a restaurant by selecting a job and perfecting those skills.
4. Given a review of the basic four food groups and nutrition and given the guidelines for meal planning, the student will follow these guidelines and plan meals and serve in the restaurant.
5. Given a demonstration on the methods and skills for food preparation, the student will plan, prepare, serve, sample, and evaluate two labs where he will practice these skills by preparing food to be served for the restaurant.
6. Given the rules of safety for a kitchen, the student will observe an unsafe kitchen and list 20 rules of safety that have been violated.
7. Given a list of vocabulary, terms, and abbreviations, the student will be able to correctly answer 15 questions from a 20 question quiz.

B. Learning Activities:

1. The student will be taken to three types of restaurants:
    a. University of Delaware Cafeteria
    b. Small area restaurant
    c. Short order, Burger King, MacDonalds
2. Guest speakers to present career facts.
    a. Kathy Scheid--DelMarva Power
    b. Hotel-restaurant management
3. Field trips
4. Guest speakers
5. Library research using Occupational Guides, etc. and the restaurant careers outline.
6. Library research used for CRO #2.
7. Oral reports by class to list available restaurant jobs manager, hostess, waitress, waiter, chef, short-order cook, dishwasher, chashier, bus boy, food supplier, linen service, wash collectors, dieticians, wine stewart, or bartender.
8. The students will list and practice their duties to perform during the restaurants.
9. Filmstrip "Go, Glow, and Grow with Carnation" is a good (and very simplified) exploration of basic four concept and meal planning techniques.

10. Worksheet attached where student can see examples of the basic four and record what he eats for two days and classify foods into specific groups.
11. Practice sessions where students plan meals to be served in the restaurant.
12. Chapter 5 "Planning your Meals" page 63-76 in How You Plan and Prepare Meals, Carlson and Ramae, McGraw Hill Book Company, 1962.
13. Teacher demonstration on preparation procedure.
14. Student labs, where student is responsible for planning, preparing serving, sampling, and evaluation of foods.
15. Home project assignments where student is responsible for preparing two foods at home and filling out an evaluation sheet (one convenience food, one scratch recipe).
16. Guest speaker--Kathy Scheit-Delmarva Power--demonstration on appliances.
17. Preview safety rules for lab work.
18. The class will divide into small groups of four and observe an unsafe kitchen. They will list in one month as many hazzards as they observe. After compiling a single list for each group they will compare group listings.
19. Review of Rules of lab--cleanliness in the kitchen, lab check out.
20. Teacher demonstrations of mixing, blending, beating, folding, stiring, whipping, etc.
21. Worksheets and define terms.
22. Lab work where students prepare foods using various techniques.

C. Materials:
1. pencil and paper
2. The following outline will be given to the students to use in his search for the facts about a career.

Restaurant Careers

I. Career
II. History
III. Characterisitics of the Job
    A. description of job
    B. duties performed
    C. working conditons
    D. hours and earnings and benefits
    E. training and education
    F. ability required
    G. attractive and unattractive (disadvantages) feature
IV. References used

3. List of possible restaurant jobs
4. Library references for occupations
5. Filmstrips on restaurant occupations
6. Filmstrip from Carnation Company
7. Worksheets

8. Phamplet "Right Eating...Keeps you Swingin"
9. How You Plan and Prepare Meals book
10. Plan sheet (sample attached)
11. Home project sheet (sample attached)
12. Evaluation sheet (sample attached)
13. Variety of recipes for lab work
14. Attached sheets: Personal cleanliness, safety, rules, labe check out
15. Unorganized kitchen. Example: paper on stove, dishes in sink, doors open, cleaning products in unsafe place
16. Filmstrip and phamphlets from Rubbermaid on organization and equipment
17. Textbook How you Plan and Prepare Meals
18. Text--How You Plan and Prepare Meals, Burts Carson and N.A. Rue Ramee, Webster Dinson, McGraw Hill Book Company, 1962.
19. Filmstrip Kit "Waitress Self-Training Kit" Restaurant-Hotel Aids, 2120 Girard Avenue, S., Minneapolis, MN
20. Cookbooks

D. Evaluation:

1. The student will be evaluated by pencil and paper quiz listing five possible career choices in a restaurant.
2. The student will be evaluated by how many facts and how creatively he presents the information from the outline guide in a 3-5 minute oral report to the class. Presentation of topics will vary firm mini-leaders and demonstrations or interview etc. A copy of the outline or sheet written report will also be required.
3. The student will be evaluated on how many of the skills (for his particular job) he masters. Each student would make up his own listing of responsibilities and check himself. (This could be taken directly from the "Duties and Perform" area and his outline in CRO #2).
4. The student will be evaluated on the number of foods groups from a 2-day food intake listing.
5. The student will be evaluated on the meals he plans for the restaurant. Use guidelines of variety: contrasts (sizes and shapes), color, texture, flavors, method of preparation, nutritional value, time and prepare.
6. The student will be evaluated on how thoroughly he plans, prepares and evaluates demonstrating necessary skills.
7. The student will be evaluated on the number of hazzards he observes and lists.
8. The student will be evaluated by the quiz on the above techniques.

GETTING READY TO COOK PRE-TEST

1. One should form good work habits in order to save ____________, ______________, ______________, and _________________.

2. Know your kitchen unit. Look on the guide sheet for your kitchen unit and give the location where the following are kept.

utensil	location
rubber spatulas	
silverware	
wooden spoons	
muffin tins	
cutting board	
cooling racks	
tray	
dinner plates	
chopper (hand)	
electric skillet	
sifters	
custard cups	
paring knives	
pastry blenders	
aprons	
cookie sheets	
metal spatulas	

3. What is meant by the statement "A place for everything and everything in its place?"

4. What is the purpose of a time schedule and the division of responsibilities?

5. List 5 rules for personal cleanliness that you consider very important in the foods class.
   1.
   2.
   3.
   4.
   5.

6. The person who uses the recipe must learn the right way to do each part of the job. What are these parts?

7. To the left of the number write the letter for the group of words that best describes the numbered word or group of words.

____1. measurements
____2. recipe
____3. kitchen unit
____4. shortening
____5. a good cook
____6. measuring
____7. measuring spoons
____8. ingredients
____9. 1/2 pint measure
____10. recipe file

a. to measure less than 1/4 cup
b. foods and seasonings used in a recipe
c. a standard measuring cup
d. a necessary part of cooking
e. you will use this all your life
f. is a good taster
g. must be level and exact
h. water displacement method
i. a set of directions
j. a family group

8. a. The subdivisions on a liquid measuring cup are:

b. A set of measuring cups are available in 4 measures:
1.
2.
3.
4.

c. A set of measuring spoons consists of 4 individual spoons:
1.
2.
3.
4.

9. Explain the difference between a liquid measuring cup and a dry measuring cup.

10. To the left of each number write the letter for the measurement that matches.

____1. 2 cups
____2. 1 cup
____3. 1 ounce
____4. 1/4 cup
____5. 8 ounces
____6. 1.2 cup
____7. 8 fluid ounces
____8. 1 pint
____9. 1 tablespoon
____10. 1 1/2 teaspoons

a. 1 cup
b. a square chocolate
c. 3 teaspoons
d. 1 pound butter
e. 1/2 tablespoon
f. 4 tablespoons
g. 1/2 pound
h. 8 tablespoons
i. 2 cups
j. 16 tablespoons

11. Which of the following devices are used for measuring dry ingredients? for wet ingredients? solids?

device	use
glass measuring cup	
metal measuring cup	
measuring spoons	
rubber spatula	
metal spatula	

12. List the order for measuring ingredients. Why should you measure in this order?

13. What is the reason for sifting flour?

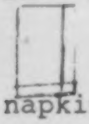
    Does all flour need to be sifted?

    Why are dry ingredients sifted together?

14. Briefly explain how you should measure the following?

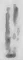
    a. 1 cup flour
    b. 1/2 cup sugar
    c. 2/3 cup brown sugar
    d. 1 teaspoon salt
    e. 1/3 teaspoon soda
    f. 1 3/4 cup water
    g. 1/3 cup shortening--use either methods

15. Make a neat sketch of a proper place setting for a luncheon. Show how the items pictured below are arranged.

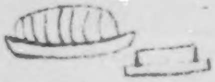

napkin

placemat

knife


spoon

glass


bread plate
& butter plate

fork

butter spreader

16. List 6 good table manners.
    1.
    2.
    3.
    4.
    5.
    6.

17. From what side of a person seated at a table are
    a. foods served
    b. foods removed
    c. beverages served

18. a. List the basic 4 food groups:
        1.
        2.
        3.
        4.
    b. How many servings of food should you (a teenager) have in each group?
        1.
        2.
        3.
        4.

c. List 5 examples of each group

1. ____________ 2. ____________ 3. ____________ 4. ____________

1.
2.
3.
4.

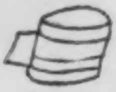
19. What is meant by a balanced diet?

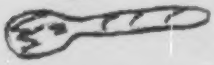
20. List 3 types of work outside the home, in the field of foods and nutrition which help other people.
1.
2.
3.

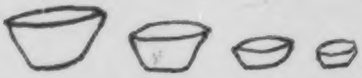
21. List 10 safety rules to follow in the kitchen.

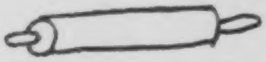
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

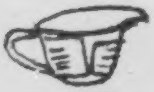
22. Identify each of the following pieces of kitchen equipment. Explain briefly how to use it and its purpose.

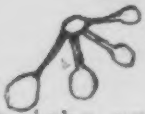
a.


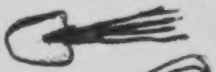
b.


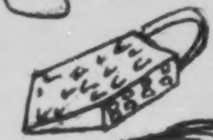
c.


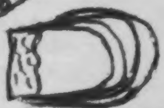
d.


e.


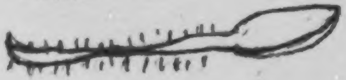
f.


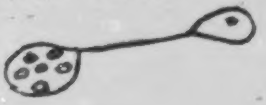
g.


h.


i.


j.

k.


l.


23. What jobs are available in a restaurant?
1.
2.
3.
4.
5.
6.

24. List 3 characteristics or requirements of one of the above jobs.
    1.
    2.
    3.

GRADE YOUR TEACHER

I. Your foods work was:

1. ____ (A) Boring and lacking in what you want to learn
2. ____ (B) Somewhat lacking in what you wanted to learn
3. ____ (C) Interesting and you feel you learned from it
4. ____ (D) Exceptionally valuable and will help you more to become a more well educated student

II. You wished you had:

1. ____ (A) More study of nutrition and less preparation
2. ____ (B) Less study of nutrition and more preparation
3. ____ (C) Much less study of nutrition, less cooking and more in related areas
4. ____ (D) More work in careers

III. More time was spent in:
1. ____ (A) Cleaning kitchens than cooking and studying food
2. ____ (B) Cooking and studying about nutrition than cleaning kitchens
3. ____ (C) Watching teacher demonstrate, than actual cooking
4. ____ (D) Career work

IV. Your teacher emphasized safety rules in the Home Ec. Department:
1. ____ (A) A little
2. ____ (B) Sometimes
3. ____ (C) Many times
4. ____ (D) All the time

V. The films you saw were:
1. ____ (A) Very interesting
2. ____ (B) Helpful
3. ____ (C) Time fillers

VI. You learned more about:
1. ____ (A) Working with others
2. ____ (B) Cooperating
3. ____ (C) Sharing
4. ____ (D) Jobs in restaurants

VII. Your teacher was:
1. ____ (A) Interested in you
2. ____ (B) Not interested in you

VIII. Your teachers attitude toward you was that she:
1. ____ (A) Tried to help you
2. ____ (B) Irritated with your mistakes
3. ____ (C) Showed a dislike for you
4. ____ (D) Showed partiality to others in class

IX. Do you like Home Economics?
1. ____ (A) Best of all subjects you study
2. ____ (B) Better than most other subjects
3. ____ (C) About as well as most subjects
4. ____ (D) Least of all subjects you study

X. Your career work:
1. ____ (A) Was thorough
2. ____ (B) A bore
3. ____ (C) Helpful
4. ____ (D) Necessary

RESTUARANT

PLAN SHEET

MENU	KITCHEN NUMBER
SUPPLIES FROM CART	SUPPLIES FROM KITCHEN
WORK PLAN - DIVIDE JOBS EVENLY. SUPPLY CART - Time to Serve Meal ____________ Time to Clean up ____________	

Clean up.

1. Rinse, stack, wash dishes ________________
2. Dry, put away ________________
3. Wipe table, mats, counter, empty trash ________________
4. Clean oven, floor, check drawers & cupboard ________________

Recipe and Directions:

RESTUARANT

NAME ______________________________

PERIOD ___________________________

DATE I DID PROJECT ___________

NAME OF RECIPE ____

NAME OF THE COOKBOOK USED ____

1. What problems did I have, if any, in the making of this product?

   Did I measure accurately and use standard measuring utensils?

2. Evaluate the finished project for:
   Taste:

   Appearance:

   How you worked:

3. Did you add or change anything to improve the product?

4. Did you leave the kitchen clean after you were finished?

5. How was this dish or product served? When? Did you use a garnish? What?

6. What were some of the comments about this product?

7. Mother's comments and evaluation:

____
(Mother's Signature)

P.S. I think this was a good product and I would recommend others to try it.

____yes ____no

My recipe below:

RESTUARANT

NAME ______________________________

SECTION ___________________________

DATE ______________________________

KITCHEN ___________________________

EVALUATION OF LABORATORY EXPERIENCE

PRODUCT ___________________________

ORGANIZATION

1. I was ready to start work on time with my books put away.
2. My hands and nails were clean and my hair was pulled back before getting the supplies.
3. The equipment and supplies were organized before mixing the ingredients.
4. I kept the work area clean and orderly.
5. I use a minimum number of dishes and utensils while cooking.
6. The work schedule allowed adequate time for:
    1. preparing the product
    2. eating
    3. cleaning up
    4. evaluation of work schedule
    5. cooking the product

COOPERATION

1. I found things to do without being told.
2. I did my share of the work.
3. Each member of the group cooperated to finish on time.
4. Each member of the group cooperated and completed the job assigned to her.
5. Our work schedule kept each member of the group busy at all times.

FINISHED PRODUCT

1. How would you rate the finished product?

COMMENTS:

(Chart corresponds to Evaluation on Page 217)

	SUPERIOR	GOOD	FAIR	POOR
1.				
2.				
3.				
4.				
5.				
6. 1.				
2.				
3.				
4.				
5.				
1.				
2.				
3.				
4.				
5.				
1.				

PERSONAL CLEANLINESS IN THE KITCHEN

1. You must always think about the importance of personal cleanliness and proper dress when handling food. Always have your personal equipment ready for class-clean and complete. Be sure that you have a clean apron, dish towel, and pot holder.
2. Your hair should be fastened back so that no hair will fall into the food.
3. Before you begin cooking, the hands should be thoroughly washed with soap and water and dried well. Be sure that your nails are clean.
4. Keep hands away from face and hair while cooking.
5. Keep comb and handkerchief out of sight.
6. Do not wipe dirty hands on the dish towel or apron.
7. A good cook is a better taster. The best way to taste is to take the food in a teaspoon and taste from that. Never put the spoon that has been in your mouth back into the food that you are cooking.

SAFETY

1. Know what to do in case of fire. Use baking soda or salt on a grease fire.
2. Always use hot dish holders when handling hot pans or dishes.
3. Keep handles of pans and skillets from extending over the sides of the stove so they cannot be bumped and be careful that a handle does not hang over another hot burner.
4. Be careful when taking hot things out of the oven and when removing them from the oven, pull out the racks. Reach in the oven carefully to prevent a painful burn.
5. Immediately wipe up spilled liquids, grease or foods from the floor.
6. Never connect the current of an electric appliance when your hands are wet.
7. To avoid steam burns remove lid from hot pan by lifting the far side first.
8. Plug cord into the appliance first, then into the wall outlet to prevent sparks.

RESTUARANT

NAME ______________________________

LAB CHECK-OUT

The following list should be checked by kitchen members before leaving the lab.

1. Sink strainers placed at upper corners of sink.
2. Counters washed and dried.
3. Range wiped clean.
4. Sponge placed in basket under sink.
5. Soap in soap dish in basket under sink.
6. All equipment and utensils in proper storage area. Special equipment returned to supply cart.
7. Sinks dried out.
8. Turn off all burners, ovens and oven lights.
9. Glass cabinets, base cabinets, and drawers closed.
10. Waste paper baskets emptied.
11. Soiled dish cloths and towels in washer.
12. Kitchen lights turned off.

Pupils will be graded on attitude, proficiency, and willingness to work; if the rules are not followed, a lowering of the grade will result.

OTHER RULES

1. Not wearing a clean apron while cooking.
2. Leaving dishes in sink.
3. Floors left unswept.
4. Counter tops not cleaned.
5. Equipment put in wrong place.
6. Range and/or oven left dirty.
7. Chrome around sink not wiped.
8. Being late for class.
9. Not finishing on time.

NAME ______________________

RULES TO REMEMBER AND FOLLOW WHEN COOKING IN THE FOOD LAB

1. All books, purses and jackets on the bookshelves.
2. All long sleeved blouses or shirts rolled up.
3. Go to the kitchen, tie long hair back, wash hands with soap, put on apron, wait quietly for instructions.
4. All supplies must be left on the supply cart, UNLESS they are for your kitchen only.
5. Bring a tray, rubber spatula, measuring cup and spoon and your work plan with the amounts written down to the supply cart.
6. Make only one trip to the supply cart.
7. Only one student should go to the supply cart.
8. Work QUIETLY, QUICKLY, AND COOPERATE WITH YOUR GROUP.
9. Clean up as you go along.
10. STAY IN YOUR OWN KITCHEN--do not visit with friends in other kitchens. Do not sit on counter tops.
11. Do your assigned job first and then ask if you can help someone else in the kitchen.
12. Put all dirty dish towels, cloths and aprons in the washer.
13. Your hair should be fastened back so that no hair will fall into the food.
14. Keep fingers out of bowls. They are not to be used in the place of a spoon or a rubber spatula.
15. Allow plenty of time to clean up.
16. Please get a drink of water at provided fountains before reporting to class. Glasses in Foods Lab are to be used only for class projects.
17. NO CHEWING GUM.
18. No one at any time is to open the refrigerator unless permitted by the teacher. Return equipment to proper storage area.
19. No dishes are to be removed from Foods Lab.
20. Use the dish pan (not the sink) for washing dishes. Rinse with HOT WATER. Place dishes in the dish drainer.

NAME ______________________________

RESTUARANT

COOKING TERMS... WORKSHEET

DEFINE THE FOLLOWING WORDS AND LEARN THEIR MEANING

baste

beat

blend

boil

chill

chop

cream

dice

dissolve

fold

fry

marinate

season

shred

slice

puree

bake

dutch

melt

mix

pare

peel

scald

simmer

stir

toast

whip

knead

sift

grate

braise

broil

saute

toss

to flour a pan

to grease a pan

NAME ______________________________

SECTION __________________________

WORKSHEET

These abbreviations are used in recipes, what do they mean?

1. ____ f.g.
2. ____ t.
3. ____ tsp.
4. ____ T.
5. ____ Tblsp.
6. ____ C.
7. ____ qt.
8. ____ lb.
9. ____ sq.

These equivalents are helpful measurements to know-- what are they?

10. ____ 3 t.
11. ____ 16 T.
12. ____ 2 C.
13. ____ 2 pt.
14. ____ 1/4 C. to T.
15. ____ 1/3 C. to T.
16. ____ 1/4 lb/butter to T. and C.
17. ____ 1 sq. of chocolate to T. of cocoa

HINTS AND SUGGESTIONS FOR MEASURING

1. Use standard measuring cups and spoons.
2. Use level measurements. Use a straight-edged knife or spatula for leveling.
3. In a marked measuring cup, read the measure at eye level.
4. Never shake flour down into a cup.
5. White granulated sugar needs sifting only when it is lumpy.
6. Brown sugar should be packed into a dry measuring cup just enough to hold its shape when taken from the cup.
7. Confectioners' sugar should be lightly spooned into a dry measuring cup--heaping it up. Level off the cup with a spatula or a straight-edged knife.
8. To measure baking powder, cream of tartar, baking soda, salt, spices, and similar dry ingredients, fill the measuring spoon and level it off with a spatula.
9. Shortening is measured most accurately if it is at room temperature. Pack firmly into a unit measuring cup and leave no air holes, level off with spatula or straight-edged knife.

If a glass measuring cup is used, the water displacement method is satisfactory for measuring amounts less than 1 cup. To measure 1/2 cup shortening by this method, first measure 1/2 cup water. Then add shortening a little at a time until the water rises to the 1-cup mark when the shortening is pushed under the water. Pour off the water. There will be 1/2 cup shortening in the cup. When measuring various amounts of shortening, keep in mind:

For 3/4 cup shortening, use 1/2 cup water.
For 2/3 cup shortening, use 1/3 cup water.
For 1/3 cup shortening, use 2/3 cup water.
For 1/4 cup shortening, use 3/4 cup water.
When measuring less than 1/4 cup, use a tablespoon.

MEASURING UTENSILS

1. A dry measuring cup has no rim, the one-cup line is even with the top. This cup is used for any dry ingredients or shortening.
2. A liquid measuring cup has a rim above the one-cup line and a spout for pouring. This cup is used for measuring any liquid ingredients.
3. Measuring spoons are made of metal or plastic material. They are used for measuring less than 1/4 cup of any material.
4. A spatula is a straight-edged knifelike utensil used for leveling off measuring cups and measuring spoons.

RESTAURANT

NAME ____________________

MEASURING LAB

I. Examine the following measuring equipment. Answer the questions.

A. Measuring Spoons, list amounts each spoon measures.

1. ____________ 2. ____________

3. ____________ 4. ____________

B. Metal Nest of Cups, list measures available.

1. ____________ 2. ____________

3. ____________ 4. ____________

C. Glass measuring cup, what are the subdivisions found on a 1 cup glass measure?

1. ____________ 2. ____________

3. ____________ 4. ____________

5. ____________ 6. ____________

A glass measuring cup uses 2 standards of measure besides the "cup". What are these?

1. ____________ 2. ____________

II. Explain the difference between a liquid measuring cup and a dry measuring cup.

III. List the order for measuring ingredients. Why should you measure in this order?

1. ____________ 2. ____________

3. ____________

IV. Practice measuring

Go to your kitchen, put on an apron, tie hair back, wash your hands and then get out the necessary supplies and ingredients. Measure each of the following. Be sure to measure accurately and use level measures.

1. 1/2 c. flour
2. 1/4 c. sugar
3. 1/8 t. baking soda
4. 1 t. salt
5. 2/3 c. water
6. 1/3 c. shortening

SAMPLE QUIZ

For each question select all the correct answers.

1. 3 t. is equivalent to ____________
(1) one tablespoon (2) 1/4 cup (3) 3 tsp.

2. 16 T is equivalent to ____________
(1) one cup (2) one half cup (3) one half pound

3. C. is an abbreviation which means ____________
(1) cup (2) 16 T. (3) cut

4. t. is an abbreviation which means ____________
(1) tablespoon (2) teaspoon (3) Teaspoon

5. Tbsp. is an abbreviation which means ____________
(1) Tablespoon (2) T. (3) 1/16 of a cup

6. 1/4 c. is equivalent to ____________
(1) 4 T. (2) 8 Tbsp. (3) 1/4 lb. butter

7. 1/3 c. is equivalent to ____________
(1) 5 1/3 T. (2) 5 T. and 1 t. (3) 16 teaspoons

8-12. Define five of the following terms:

beat
blend
cream
fold
mix
whip
cut-in
stir
sift
knead

13-14. Briefly describe the methods used in preparing a pan for baking.

1. greasing a pan
2. flouring a pan

Matching--match the best definition for each term:

15. dissolve ____________
16. melt ____________
17. scald ____________
18. toss ____________
19. f.g. ____________
20. punch ____________

a. teaspoon
b. few grains
c. to mix together lightly with 2 forks
d. less than 1/8 t.
e. to place over medium heat and allow it to reach a temperature just below boiling
f. to change an ingredient from a solid to a liquid
g. to allow all the particles of a dry ingredient to become mixed in a liquid

LEISURE ACTIVITIES

Unit Title: PHOTOGRAPHY

I. Unit Overview: It is the purpose of this unit to acquaint the student with the basic types of cameras and films available, with emphasis on those types which would be most meaningful to him.

II. Unit Content Outline:

A. Camera Parts
B. Types of Cameras
C. Types of Films

III. Unit Objectives:

1. The student will be able to identify the functional parts of a camera.
2. The student will be able to identify the three different types of cameras and understand their similarities and differences.
3. The student will recognize the many different types of black and white film available and understand their similarities and differences.

IV. Unit Description:

Unit Objective #1: The student will be able to identify the functional parts of a camera.

A. Criterion-Referenced Objectives:
   1. After preparing a list of the eight basic camera parts the student will be able to take an instamatic camera and identify each part.

Unit Objective #2: The student will be able to identify the three different types of cameras and understand their similarities and differences.

A. Criterion-Referenced Objectives:
   1. Using the book, You and Your Camera, the student will prepare a list of the three basic types of cameras and write a brief description of each.
   2. Given the three basic types of cameras the student will be able to identify them and explain how they are different.

Unit Objective #3: The student will recognize the many different types of black and white film available and understand their similarities and differences.

A. Criterion-Referenced Objectives:
   1. Given a list of seven of the most common types of black and white film, the student will be able to pick out the three which would be most useful to him and explain why.

B. Learning Activities:
   1. Research skills
   2. Reading skills
   3. Following instructions
   4. Working independently
   5. Decision making

C. Materials:
   1. Station I sheet
   2. Books and pamphlets described in selection bibliography

D. Evaluation:
   1. Completion of Station I correctly

STATION I

"So You Want to Take Pictures!"

Purpose: To learn about different types of cameras and films and how they work.

Instructions: Answer the questions below using sources A, B, and C.

What are the eight basic parts found on all cameras and briefly tell what they do.

1.	5.
2.	6.
3.	7.
4.	8.

Name and briefly explain the three different types of cameras.
1.
2.
3.

Which of these types are you using?

Briefly explain what each of the following films are used for:

Verichrome Pan
Plus -X Pan
Panatomic-X
Tri-X
Plus-X Pan Professional
Tri-X Pan Professional
Royal-X Pan

Pick out the three you would be most apt to use.
1.
2.
3.

Sub-Unit Title: PHOTOGRAPHY: TAKE YOUR PICK

I. Unit Overview: This unit will give the student a basic understanding of the types and functions of many photographic chemical and papers.

II. Unit Content Outline:

A. Paper Developers
B. Film Developers
C. Paper Types
D. Special Darkroom aids

III. Unit Objectives:

1. The student will be able to recognize the difference between film developers and paper developers.

IV. Unit Description:

Unit Objective #1: The student will be able to recognize the difference between film developers and paper developers.

A. Criterion-Referenced Objectives:
   1. Given a list of eight common developers the student will be able to differentiate between which are for paper and which are for film.
   2. After reading a description of each developer, the student will select the one in each category which is best suited to his needs.
   3. The student will be able to differentiate between the many types of photographic paper.
   4. After looking at samples of five types of photographic paper, the student will choose the one which best serves his needs in this course.
   5. Using the Data Darkroom Book and given five types of photographic paper the student will explain the meaning of the letter next to each type.
   6. The student will be able to identify the special aids in photographic processing that will save time and effort.
   7. Given a list of four special photographic aids, the student will be able to identify the use of each one.

B. Learning Activities:
   1. Research skills
   2. Reading skills
   3. Following instructions
   4. Working independently
   5. Decision making

C. Materials:
   1. Station II sheet
   2. Books and pamphlets described in selected bibliography.

D. Evaluation:
   1. Completion of Station II correctly.

STATION II

"Take Your Pick"

Purpose: To better understand the purpose of the different chemicals and paper types used in photography.

Instructions: Place each of the materials listed below in the correct column and write a sentence describing what it is used for. Use sources D and E.

Kodabromide A, Dektol, Polydol, D-76, Versatol, Photo-Flo, Flattener, Selectrol, Microdol-X, Polycontrast-F, Hypolclearing Agent, Versatol, Ektonol, Farmers Reducer, Polylure-Y, Medalist-J, Polycontrast Rapid-N.

Paper Developers
1.
2.
3.
4.

Film Developers
1.
2.
3.
4.

Papers
1.
2.
3.
4.
5.

Special Aids
1.
2.
3.
4.

What do the letters next to the paper names stand for?
F
A
J
N
Y

Sub-Unit Title: WHAT'S THAT MEAN

I. Unit Overview: Terminology is an important part of understanding photography. It is necessary that each student learn a new vocabulary in order to successfully complete the course The purpose of this unit is to improve the student's photography vocabulary.

II. Unit Content Outline:

A. Vocabulary list

III. Unit Objective:

1. After defining a list of photographic terms the student will be able to associate these terms with procedures in the darkroom.

IV. Unit Description:

Unit Objective #1: After defining a list of photographic terms the student will be able to associate these terms with procedures in the darkroom.

A. Criterion-Referenced Objective:
   1. Given a list of twenty frequently used photographic terms, the student will be able to express verbally a brief definition of each word.

B. Learning Activities:
   1. Research skills
   2. Following instructions
   3. Working independently
   4. Developing a new vocabulary

C. Materials:
   1. Station III sheet
   2. Books and pamphlets described in selected bibliography.

D. Evaluation:
   1. Completion of Station III correctly.
   2. Can the student express himself in photographic terms in the darkroom.

STATION III

"What's That Mean"

Purpose: To help become familiar with words used in photography.
Instructions: Using sources F and G write a brief definition of each of the following items:

Agitation
ASA
Clearing Agent
Constrast Grade
Cropping
Developer
Developing Tank
Emulsion Side
Film Speed
Fixing Bath
F-Stop (number)
Focus
Grain
Negative
Over Exposure
Stop Bath
Thin Negative
Toning

Sub-Unit Title: SMILE

I. Unit Overview: The art of picture taking is the single most important factor in your finished product. This unit will introduce the student to the proper way of handling a camera and taking pictures.

II. Unit Content Outline:

  A. How to take good pictures
  B. More meaningful pictures

III. Unit Objectives:

  1. The student will take a series of pictures and have them all turn out.

IV. Unit Description:

Unit Objective #1: The student will take a series of pictures and have them all turn out.

A. Criterion-Referenced Objectives:
   1. Given the Amateures Guide to Better Pictures, the student will be able to list the seven rules to remember when taking pictures and use them in a future photographic experience.
   2. The student will become more critical in the evaluation of photographics.
   3. Given the Amateures Guide to Better Pictures, the student will be able to list the four points to look for in a good picture.
   4. Given a series of photogrpahs, the student will attempt to determine what mistakes were made in the actual taking of the pictures.

B. Learning Activities:
   1. Research skills
   2. Reading skills
   3. Following instructions
   4. Working independently
   5. Decision making

C. Materials:
   1. Station IV sheet
   2. Books and pamphlets described in selected bibliography

D. Evaluation:
   1. Completion of the Station IV correctly.
   2. Were the student's pictures clear and meaningful?

STATION IV

"Smile"

Purpose: To learn the proper way to take good meaningful pictures.
Instructions: Follow the directions below.

Turn to source H (page 2) and list the seven rules in dark print and use them when taking pictures.

1.

2.

3.

4.

5.

6.

7.

Now turn to source H (page 10) and list the four points to look for in a good picture.

1.

2.

3.

4.

Now, before you take another picture try to remember the ideas given on this sheet. These rules will help you produce great pictures.

Sub-Unit Title: DO IT!

I. Unit Overview: This unit will provide the student with a programmed instruction on how to develop photographic film. Although it is geared for V-P 126 film it could easily be adapted to any size or type. In this unit the student will actually experience one career in photograph.

II. Unit Content Outline:

A. How to develop film

III. Unit Objectives:

1. The student will be able to identify and properly use the darkroom equipment involved in developing film.

IV. Unit Description:

Unit Objective #1: The student will be able to identify and properly use the darkroom equipment involved in developing film.

A. Criterion-Referenced Objectives:
1. Given the equipment necessary for developing film, the student will be able to set up the darkroom.
2. The student will learn to follow directions in order to acheive a successful result.
3. Given a programmed instruction sheet, the student will be able to follow each instruction in order, until the list is completed.
4. The student will be able to successfully develop a roll of film in the darkroom.
5. Given a programmed instruction sheet and with the instructor present, the student will develop his film in the darkroom.

B. Learning Activities:
1. Reading for understanding
2. Following instructions
3. Working with others
4. Proper care and use of equipment
5. Proper use of chemicals
6. Working in a modified career experience

C. Materials:
1. Station V sheet and (Programmed Instruction-Film)
2. Darkroom equipment
3. Chemicals

D. Evaluation:
1. Did the film turn into a clear, fully developed negative?

STATION V

"Do It"

Purpose: To learn to handle darkroom equipment properly in developing a roll of film.
Instructions: Follow this programmed instruction sheet carefully.

Developing Film

1. Take temperature of Developer (D-76).
2. With lights out - open cassette.
3. Take off paper backing if necessary.
4. Wind Film onto Apron.
5. Put Apron with film in tank, put weight on top and put lid on. Now turn lights on.
6. Check scale on page 9 of darkroom guide for developing time. (V.P. - D - 76 - 68° = 6 1/2 minutes)
   Pour in developer (D-76). Agitate every 30 seconds.
7. Pour out developer (D-76) - Throw away it Diluted. 1:1
8. Rinse in water bath 3 times (till and empty)
9. Pour in fixer for 5 to 10 minutes - Agitate every minute.
10. Pour out fixer (keep)
11. Rinse 3 times and pour in orbit bath for 30 seconds.
12. Wash 5 minutes under running water.
13. Pour in photo flo enough to cover film for 30 seconds. Throw photo flow away.
14. Hang negatives up to dry.

Sub-Unit Title: LIGHTS OUT

I. Unit Overview: This unit will actually provide the student with the experience of a laboratory technician through a "hands on" experience. Each student will be given a programmed instruction on how to print pictures.

II. Unit Content Outline:

1. How to print and Enlarge Pictures

III. Unit Objectives:

1. The student will be able to identify and properly use the darkroom equipment involved in printing pictures.

IV. Unit Description:

Unit Objective #1: The student will be to identify and properly use the darkroom equipment involved in printing pictures.

A. Criterion-Referenced Objectives:
   1. Given the equipment necessary for printing pictures, the student will be able to set up the darkroom.
   2. The student will be able to develop a print from each of his negatives.
   3. Given a programmed instruction sheet and with the instructor present, the student will follow each step and complete a finished picture.

B. Learning Activities:
   1. Reading for understanding
   2. Following instructions
   3. Working with others
   4. Proper care and use of equipment
   5. Proper use of chemicals
   6. Working in a modified career experience

C. Materials:
   1. Station VI sheet (Programmed Instruction-Printing)
   2. Darkroom equipment
   3. Chemicals

D. Evaluation:
   1. Did the student print a clear, well composed picture?

STATION VI

"Lights Out"

Purpose: To learn to handle darkroom equipment properly in order to print and enlarge pictures.
Instruction: Follow the programmed instruciton sheet carefully.

Printing

"NEVER OPEN PAPER WITH LIGHT ON: NEVER MIX CHEMICALS IN ANY WAY!"

1. Set up the darkroom.

   Dektol Stop Fixer Orbit Water

2. Prepare solutions
3. Dust negative and find emulsion side (dull) always print with films emulsion side down.
4. Place negative in enlarge emulsion side down.
5. Turn out lights - close door - turn on safe light.
6. Turn on enlarger to largest opening. (most light)
7. Compose picture by adjusting easel.
8. Turn off enlarger
9. Put "scrap" of paper in easel emulsion side up (close box of paper) paper will curl toward emulsion side.
10. Take a test strip to determine exposure time.
11. Put developer (Dektol) approximately 1 1/2 minutes.
12. Read test strip for correct exposure time.
13. Turn lights out take out paper (close box) and expose for correct number of seconds.
14. Put in Developer (Dektol) for approximately 1 1/2 minutes.
15. Put in stop bath 5-15 seconds.
16. Put in Fixer 5-10 minutes (No longer or shorter)
17. Did print in water.
18. Put in Orbit Bath for 2 minutes.
19. Wash prints for at least 5 minutes.
20. Dry in Blotter Book or in electric dryer.

Sub-Unit Title: LIGHTS, CAMERA, ACTION

I. Unit Overview: Each student will have an opportunity to explore many of the professional careers related to photography.

II. Unit Content Outline:

A. Professional Careers in Photography

III. Unit Objectives:

1. The student will become acquainted with many of the professional careers in photography and become knowledgeable about one such career.

IV. Unit Description:

Unit Objective #1: The student will become acquainted with many of the professional careers in photography and become knowledgeable about one such career.

A. Criterion-Referenced Objectives:
1. Given a list of many professional photographic careers, the student will associate himself with at least three of these careers and research one in depth.
2. After researching one professional photographic career in which he is interested, the student will write a paragraph about that career including job description, qualifications, salary, or any other important information.

B. Learning Activities:
1. Research skills (library)
2. Reading skills
3. Working independently
4. Decision making
5. Writing a paragraph
6. Following instructions

C. Materials:
1. Station VII sheet
2. Books and pamphlets described in selected bibliography
3. Career files

D. Evaluation:
1. Completion of Station VII

STATION VII

"Lights, Camera, Action"

Purpose: To learn about the many types of professional jobs available using photography.

Instructions: Below is a partial list of professional careers in photography and where you can find out about them. Pick out 3 or 4 that sound interesting and read about them. Now pick one you are most interested in and on the back side write a paragraph including: job description, qualifications, salary, and any other important information.

Career	Source
Fashion Photographer	I - 111
Commercial Photographer	J - 27, C
Photo Reporter	J - 51, C
Newspaper Photographer	J - 55, I - 73, C
Magazine Photographer	J - 59
Legal Photographer	J - 69, C
Photo Journalist	I - 82, C
Editorial Illustrator	I - 90
Advertising Photographer	I - 98
Industrial Photographer	I - 120, C
Government Photographer	I - 123
Portrait Photographer	C -
Sports Photographer	

Photography is not a career in itself. Do you agree or disagree with this statement?

Project Paragraph:

Sub-Unit Title: "TECHNIQUE IS EVERYTHING"

I. Unit Overview: Each student will have an opportunity to explore many of the technical careers related to photography.

II. Unit Content Outline:

1. Technical Careers in Photography

III. Unit Objectives:

1. The student will become acquainted with many of the technical careers in photography and become knowledgeable about one such career.

IV. Unit Description:

Unit Objective #1: The student will become acquainted with many of the technical careers in photography and become knowledgeable about one such career.

A. Criterion-Referenced Objective:
   1. Given a list of many technical photographic careers, the student will associate himself with at least three of these careers and research one in depth.
   2. After choosing one technical photographic career in which he is interested, the student will write a paragraph about that career including job description, qualifications, salary, and any other important information.

B. Learning Activities:
   1. Library research skills
   2. Reading skills
   3. Working independently
   4. Decision making
   5. Writing a paragraph
   6. Following instructions

C. Materials:
   1. Station VII sheet
   2. Books and pamphlets described in selected bibliography
   3. Career files

D. Evaluation:
   1. Completion of station VIII

STATION VIII

"Technique is Everything"

Purpose: To learn about the many types of technical jobs available in photography.

Instructions: Below is a partial list of technical careers in photography and where you can find out about them. Pick out 3 or 4 that sound interesting and read about them. Now pick one you are most interested in and on the back write a paragraph including job description, qualifications, salary, and any other important information.

Careers	Source
Photomicrography	j - 67
Radiography	j - 68
Spectography	j - 68
Darkroom Technician	c -
Aerial Photographer	c - j - 127
Medical Photography	c -
Photographic Engineer	c -
Photogrammetrist	c -
Graphic Arts Cameraman	l -
Photo Engraver	l -
Stripper and Platemaker	l -
Camera Repairman	j - 85
Photo Finisher	j - 86
Scientific-Photographer	c -
Visual Aids Photographer	j - 77
Telephotographer	

Sub-Unit Title: DO YOUR OWN THING

I. Unit Overview: In this unit each student will develop a project in which he can apply photography to a classroom experience.

II. Unit Content Outline: None

III. Unit Objectives:

1. The student will develop a project in which his photographic experience can be applied to his classwork.

IV. Unit Description:

Unit Objective #1: The student will develop a project in which his photographic experience can be applied to his classwork.

A. Criterion-Referenced Objective:
   1. Given the total experience of this course, the student will choose one of his subjects and develop a project using his photographic knowledge and experience.

B. Learning Activities:
   1. Developing a project which can be used in a classroom experience.
   2. Use of acquired photographic skills.

C. Materials:
   1. As decided by student based on his project.
   2. Station IX sheet

D. Evaluation:
   1. Completion of project.

STATION IX

"Do Your Own Thing"

Now that you have a basic understanding of photography and the many fields related to it, pick one of your subjects and develop a project using some aspect of photography. Perhaps you can discuss this project with your teacher and then use it in your class. A written explanation of this project will be described at the bottom of this sheet.

Project Description:

BIBLIOGRAPHY

1. Picture Taking 5 Minutes pp. 2, 5
2. You and Your Camera, Low Jacobs p. 43
3. Kodak Black and White Films for General Picture Taking pp..2 - 5
4. Kodak Master Darkroom Dataguide pp. 6, 7, 13, 15, 21
5. Choosing Your Kodak Black and White Photographic Papers pp. 4 - 6
6. My Hobby is Photography. Don Langer pp. 6 - 13
7. A Glossary of Photographic Terms - Kodak
8. Photography - The Amateurs Guide to Better Pictures, Zinn, Barnett, Brummitt pp. 9 - 16.
9. Your Future in Photography, Victor Keppler
10. Find a Career In Photography, Robert Hood
11. Career File in Library, Number 118 Photography
12. Filmstrip Kit 760

Unit Title: BOATING SAFETY AND SEAMANSHIP, US COAST GUARD AUXILIARY

I. Unit Overview: With more and more leisure time becoming available to adults and children, the field of recreational boating is growing rapidly. More and more children are taking part in this recreation. Each year many adults and children are needlessly killed or injured on the waters. It is for this reason this course in Boating Safety and Seamanship in the lower grades 6-7-8, was created.

II. Unit Content Outline:

A. The Safe Way to Boating Enjoyment
B. The Sailor's Language
C. Boat Handling
D. Legal requirements
E. rules of the Road
F. Aids to Navigation
G. Charts and Compass
H. Marine Engines
I. Marlenspike Seamanship
J. Sailboats
K. Weather
L. Radiotelephone

III. Unit Objectives:

1. Given a chart, compass and slide ruler and a navigation problem, the student will be able to chart a course according to specific information.
2. The student will be able to recognize Navigational Aids-Rules of the road- Dead Reckoning- (piloting)
3. The student will be familiar with Nautical Erminology.

IV. Unit Description:

A. Criterion-Referenced Objectives:
   1. The student will be able to describe longitude and latitude, minutes, seconds, as used in navigation.
   2. The student will describe how wind-current and tides effect the course of a boat.
   3. The student will be able to show by drawings or charts the various aids to navigation.
   4. The students will be able to describe the various kinds of fire on board a boat and the different kinds of fire extinguishers to be used on each kind.
   5. The student will be able to describe what he would do if caught out on the sea in rough weather.

B. Learning Activities:
   1. By using charts-navigate a course
   2. Tie different nautical knots using marine lines (rope).
   3. Use posters to demonstrate safe boating.
   4. Use a marine radio to call for assistance.

C. Materials:
   1. Films
   2. Text books- Boating Safety and Seamanship Workbook with tests for each lesson.
   3. Slides
   4. Charts
   5. Shoe ruler
   6. Dividers
   7. Official Guide to Small Boat
   8. Navigation
   9. Radio
   10. Posters

D. Evaluation: A 100 multiple choice test is given at the end of the course for two reasons.

   1. To see if student acquired the knowledge necessary for safe boating.
   2. To receive (if passed) the U.S. Coast Guard Auxiliary certificate for Boating Safety and Seamanship.

Unit Title: FLY-TYING AND FISHING

I. Unit Overview:

1. To teach in a practical manner the art of Fly-Tying in all its branches, using illustrations both real and photographs.
2. To learn where to fish and to use the flies made in class.
3. To learn about water conditions (tides - seasons and how they effect fish.)
4. To learn what tackle to use with the flies made in class.

II. Unit Content Outline:

A. Parts of a fly
B. Material used in fly tying--hooks, feathers, etc.
C. Where and how to use the flies: lakes, rivers, streams, oceans, bays
D. What tackle is used for different fish and what type of tackle may be used for different lures
E. What type of fish inhabit: lakes, streams, oceans and bays

III. Unit Objectives:

1. Given the material: fly tying vise, hooks, feathers, etc., a student will be able to tie: ducktail streamers, wet flies, dry flies, nymphs, anglers knots.
2. The student will be able to cast the fly rod, spinning rod, and surf rod and the boat rod.
3. Will be able to determine the best time to fish: seasons, weather, tides, water condition.
4. Will be able to identify the different lures and the fresh and salt water fish.

IV. Unit Description:

A. Criterion-Referenced Objective:
   1. The student will be able to describe the different kinds of flies, rods, reels and live.
   2. The student will demonstrate casting with different kinds of rods.
   3. The student will be able to describe tides, temperature of water for different kinds of fish.
   4. The student will be able to explain the following:
      a. How long does a fish live
      b. Can a fish smell and see color
      c. Do fish sleep
      d. What are the names of fish in fresh and salt water
      e. Do fish feel pain
      f. Why is spring and fall fishing better than summer

B. Learning Activities:
1. Fly Casting Contest
2. Contest for best fly tried. Students are the judges.
3. Photographs for each fish caught on an artificial fly made by the students.
4. Possible movie made by students showing the above.
5. Possible fishing trip to the ocean.

Textbooks:

1. How to Tie Flies
2. Fly Tying and Tackle Making; George Herter
3. Fisherman's Handbook; Arthur Hutt, Editor
4. Films - photographs
5. Tackle Tyers fly making kit

C. Materials: None

D. Evaluation: Student will be tested on his ability to do the following:

1. Demonstrate casting the:
   a. Fly rod
   b. Spinning rod
   c. Surf rod
   d. Boat rod
2. On the number and quality of the flies he tries
3. Oral or written reports on his fishing trips showing his knowledge of the various flies he used, where he fished and the conditons under which he was fishing.

Unit Title: "MINI OPPORTUNITIES" - SELF-HELP WORK PROGRAM

I. Unit Overview: The purpose of this unit is to have the student discuss, plan, and implement a work experience for and profit.

II. Unit Content Outline:

A. Self-evaluation and interest survey
B. Exploration and discovery of the world of work
C. Organization and planning of a work experience

III. Unit Objectives:

1. The students will be able to estimate their assets and liabilities for various work experiences.
2. Students will be able to state their goals and purposes for short-term employment.
3. The student will be able to make decisions concerning the world of work.
4. The student will be able to prepare and have a better understanding of a job interview.
5. Students will be able to view, listen, and explore various fields of work.
6. Students will be able to develop, plan, and organize a mini opportunity in order to earn money.
7. Students will be able to experience the real-life happenings in the world of work.

IV. Unit Description:

A. Criterion-Referenced Objectives:
   1. The student will be able to list six areas of work they are interested in for self-help. This list will contain three positive and three negative fields of interest.
   2. The student will be able to write a paragraph listing at least three goals for their short-term employment.
   3. The student will be able to write at least one business letter which will include the heading, the body, the salutation, and the complimentary close.
   4. The student will be able to make a report of their project which will include the job description, the work experience and the amount of income earned.

B. Learning Activities:
   1. Each student will view and listen to "Adolescent-Know Thyself" and "Life Issues of Young Teens."
   2. Every student will view and listen to "Vocational Decisions" and "Occupations Education."
   3. Each student will write a business letter as one source of research for their project.
   4. Each student will summarize their work experience in their written report.

C. Materials:
   1. Resource center in library and homeroom.
   2. Filmstrips, cassettes, records, tape recordings, and movies.
   3. Classified section of newspapers, magazines, fund raising pamphlets.
   4. Resource people from the community--supermarket manager, gas station owner, fund raising salesman, and DECA representatives.

Unit Title: RECREATION IN AMERICA

I. Unit Overview: As the work-week gets shorter, as more holidays are set aside, as buying power for Americans increases, more and more people are turning to entertainment or recreation as a means of relaxation or an escape from the demands of their work. Recreation has become a billion dollar industry and will probably increase in the future.

II. Unit Content Outline:

A. Functions of Recreation
B. Kinds of Recreation
C. Occupations Related to Recreation
D. Factors to be Considered in Formulating Recreation Programs
E. Life Time Sports--New Emphasis in Recreation
F. Student Construction of a Recreation Program

III. Unit Objectives:

1. The students will list the reasons for the importance of recreation in the lives of Americans.
2. The student will be able to discuss the function of recreation in America today.
3. The student will be able to list the various kinds of recreation which people participate in.
4. The student will identify, list, and discuss the occupations which are related to or serve the recreational sphere.
5. The student will identify the factors which influence the kinds of recreation programs which exist.
6. The students will be able to discuss the phrase "Life Time Sports" and the implications of said phrase.
7. The student will design a comprehensive program for a hypothetical community.

IV. Unit Description:

Unit Objective #1: To familiarize the student will recreation and its role in America.

A. Criterion-Referenced Objectives:
   1. The student will be able to state at least three functions that recreation serves.
   2. Given information concerning public and private recreation, the student will be able to discuss each in detail, and list examples of recreation which fall into each sphere.
   3. Given information dealing with occupations related to recreation, the student will correctly list at least five related occupations and discuss their relationship to recreation.
   4. The student will correctly list and discuss at least 5 factors which influence the kinds of recreation programs which are offered to the public.

5. Given a life time sport, each student will correctly identify the rules and regulations of their choice, and discuss the principal role Life Time Sports is designed to play.
6. Given a hypothetical situation, the student will construct a comprehensive recreation program designed for the people in their hypothetical community.

B. Learning Activities:
1. Presentation of information by teacher; note taking by students.
2. Open ended discussion-alternately led by teacher/student.
3. Guest speaker presentation from; New Castle County Department of Parks and Recreation.
4. Numerous quizzes.
5. Library research and subsequent reports.
6. Group work in devising a recreation program for a hypothetical community.

C. Materials:
1. Guest speaker
2. Library materials
3. Hand out sheets and teacher presentations
4. Newspapers and magazines
5. Television

D. Evaluation: Evaluation of student performance shall deal with the following points.

1. Paricipation in class discussions.
2. Success on series of quizzes.
3. Prompt completion of assignments.
4. Ability to follow directions.
5. Creativity in formulating comprehensive recreation program for hypothetical community.

APPENDIX A

UNIT LISTING ACCORDING TO CLUSTERS

FIFTEEN CAREER CLUSTERS SUGGESTED BY THE U.S. OFFICE OF EDUCATION

Personal Services
Health
Construction
Manufacturing
Transportation
Agri-business and Natural Resources
Public Service
Environment
Hospitality and Recreation
Fine Arts and Humanities
Communication and Media
Marketing and Distribution
Marine Science
Business and Office
Consumer and Homemaking Education

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APPENDIX B

UNIT AUTHOR AND SCHOOL

Unit No.	Author	Middle School
A - 1	Jim Owens	Central
A - 9	Jack Chelucci	Ogletown
A - (10-13)	Carol Mentzer	Gauger
B - 1	Butch Read	Central
B - (2-4)	Jenny Fulton, Kathy Holmes	Gauger
B - 5	Tom Hickey	Ogletown
B - 6	John Strein	Ogletown
B - 7	Bill Reister	Ogletown
B - 9	John Strein	Ogletown
B - 10	Tom Hickey	Ogletown
C - 1-4	Tom DeForrest	Central
C - (7-8)	Debbie Harrington	Gauger
C - 9	Dave Rudisill	Central
C - 10	Cathy Waller	Gauger
C - 11	Greg Yulduzian	Gauger
C - 14	Frank Fitzgerald	Ogletown
C - 16	Carol Pfuhl	Ogletown
C - 22	Frank Fitzgerald	Ogletown
C - (25-28)	Cathy Waller	Gauger
D - 1	Leslie Morrill	Central
D - 3	Cathy Waller	Gauger
D - 5	Carol Pfuhl	Gauger
D - 7	Frank Bradley	Ogletown
D - 8	Linda Stigile	Ogletown
D - 10	Linda Stigile, Sharon Spingler	Ogletown
D - 11	John Evans	Ogletown

Unit No.	Author	Middle School
D - 12	Greg Schneck	Ogletown
D - 13	Lewellen Bowen	Ogletown
D - (14-17)	Diane Molitor	Gauger
D - 18	Frank Bradley	Ogletown
D - 19	Sharon Springler	Ogletown
E - 1	Elwood Statler	Ogletown
E - 2	Joe Tabo	Ogletown
E - 6	Elwood Statler	Ogletown
E - 8 - 12	Arlis Odom	Central
E - 13	Honey Vickers	Central
F - 1 (Music)	Bernard Kosc	Ogletown
F - 2 (Music)	Bernard Kosc	Ogletown
F - 1 (Theatre)	Lowellen Bowen	Ogletown
F - (2-7) (Art)	Marie McCaffey	Gauger
F - 8 (Art)	Dan Chapman	Ogletown
G - 1 - 2 (I.A.)	Greg Schneck	Ogletown
G - 3 (I.A.)	Paul Devine	Central
G - 4 - 8 (I.A.)	Bob Rumsey	Gauger
G - 10 (I.A.)	Raj Sardana	Gauger
G - 1 (H.E.)	Karen Cook	Gauger
G - 2 (H.E.)	Judy Walls	Ogletown
G - 3 (H.E.)	Raymond Kendzierski, William Reister	Ogletown
G - 4	Judy Walls	Ogletown
G - 7	Judy Walls	Ogletown
G - 8	Raj Sardana	Gauger
G - 9	Margeret Dilavra	Central

Unit No.	Author	Middle School
H - 1	Dave Rudisill	Central
H - 2 - 3	John Evans	Ogletown
H - 4	Greg Yulduzian	Ogletown
H - 7	Dan Chapman	Ogletown